

Guidebook FOR THE
HEALTH AND PERSONAL DEVELOPMENT

BOOK 4

The Girl Next Door

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Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.

* * * *

Healthy development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development.

—FROM THE CONSTITUTION OF THE WORLD HEALTH ORGANIZATION

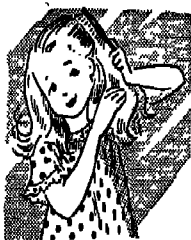
Never again can we regard people who merely have healthy minds in sound bodies or who enjoy physical health as being healthy. . . . The requirements for health now go beyond the old definitions. It is recognized that a necessary part of the equipment of every human being is social health, the ability to live in harmony with other people of other kinds. . . .

—DR. BROCK CHISHOLM, Executive Secretary, Interim Commission World Health Organization, in a speech before the National Health Assembly, Washington, D. C.

Basic Aims of the Health and Personal Development Program



Designed for nine- and ten-year-olds . . . The Girl Next Door provides a transition in this Health and Personal Development Series from the books for primary grades to the books for the intermediate grades (*You for Grade Five* and *You and Others for Grade Six*). In preparing *The Girl Next Door*, the authors have kept in mind the very specific needs of nine- and ten-year-olds who are in a transitional period of growth—a period in which they scorn to be considered “in the primary group” but yet have not entered preadolescence.



In the field of physical health . . . these nine- and ten-year-olds evidence need for new and attractive approaches in such areas as diet, sleep, and personal living. They are entering a period of “backsliding” in health habits. Getting them to bed on time, persuading them to bathe and to brush their teeth, encouraging them to eat slowly instead of bolting their meals, maintaining their coöperation in such matters as combing hair, cleaning fingernails, and keeping their shoes shined all present major problems—problems that the home hopes to have at least partially relieved by the health teachings of the school.

Thus it becomes the responsibility of the school not only to make available essential health information but to present this information through the medium of materials so effective and so appealing that boys and girls will *want* to do the healthful and reasonable things they should do. Consequently *The Girl Next Door* and the other books in this Health and Personal Development Series are pioneering in revitalizing the classroom treatment of traditional aspects of physical health.

There is a need also to help nine- and ten-year-olds understand important facts about their physical growth, as well as to help them crystallize wise physical health habits. For example, many of them will have reached a *plateau* in so far as height and weight gains are concerned. A few, however, will be experiencing height spurts and perhaps weight spurts, too. Clearly, materials that take no cognizance of the typical growth patterns of nine- and ten-year-olds are ineffectual in the classroom today. What these boys and girls need is material to present clearly the ideas that each individual grows at the pace that is normal for him; that periods during which little if any gain is made in height or weight are not uncommon at this stage of development; that girls tend to precede boys in experiencing sudden and often rather dramatic height and weight gains; that spurts in height and weight may occur at varying ages during the years from 9 to 13 or thereabouts; and that there are great *individual differences* in height and weight among children of the same age.

Embodied in *The Girl Next Door*, and in this guidebook which accompanies it, is such material—material designed to allay worry and tensions and to provide an awareness of the great variations in physical growth among boys and girls of this age group. In addition, material is included that provides satisfying answers to children's growing curiosity about the body and how it works. Material is also included that sets up reasonable standards for the care of the body and for desirable reactions "when things go wrong" with body functions.



In the field of safety . . . there is a special need to instruct and guide the nine-to-ten-year-olds. To fulfill this need, *The Girl Next Door* offers stories with distinct emotional appeal; cartoon strips, featuring the comical Silly Sam and Smart Sue; and challenging picture work-pages. By means of these dynamic techniques, essential safety information is provided, and a desire is kindled in children to assume greater personal responsibility for their own safety and to accept some responsibility for the care of younger children.



In the field of mental health . . . lies the greatest challenge of all. Apparent to everyone is the demand for material that will aid in the task of promoting good mental health and that will help protect boys and girls from the damaging effects of their emotional conflicts. No longer can the teaching of health be limited to physical aspects alone. Not in a country where, according to the United States Surgeon General, one out of ten of us, unless potent measures are taken to reverse the trend, will someday need the help of a psychiatrist—and one out of every twenty will spend some part of his lifetime in a mental institution!

Consequently *The Girl Next Door* devotes considerable attention to *personal development*, an area that includes mental hygiene, human relations, social behavior, and other phases of personal adjustment. Indeed the theme of the book centers around the basic ideas that material things are of little value without good health (both physical and mental) and that good health and a happy outlook are unquestionably life's greatest assets.

Through reading and discussing the stories and the work-page material, boys and girls are given the comforting assurance that they are not alone in their problems or in their varied emotional reactions and that there are reasons behind all these emotional reactions. They are led to see that differences among people are to be recognized and often esteemed rather than deplored, that reasonable standards of behavior rather than perfection constitute legitimate goals, that unpleasant situations must be met squarely rather than evaded. Most important of all, they find that there *are* learnable techniques for getting along better with oneself and with others.

Such material is especially appropriate for the nine- and ten-year-olds whose growing struggle for independence often brings fresh problems. The new status of these children as "middle-graders" sometimes leads adults to expect too much of them; and their developing need to be accepted by a group or "gang" and to have "a best friend" can, if thwarted at this stage, lead to difficult personality disorders later.



The special needs and characteristics . . . of nine- and ten-year-olds are described in detail on pages 11-16 of this guidebook. Study of this descriptive material will lend additional significance to a program such as that provided in *The Girl Next Door* and its accompanying guidebook—a program that is truly "custom-made" for the nine- and ten-year-old boys and girls in today's classrooms.



A new type textbook . . . is demanded if the challenge of putting into action a modern program in health, safety, and personal development is to be adequately met. Such a textbook is exemplified by *The Girl Next Door*, a book presenting essential concepts in appealing ways that will stimulate in children a desire to incorporate the teachings into their everyday living.

Realistic content plays a very important part in the effectiveness of *The Girl Next Door* and other books in the series. These books depart from the traditional treatment of health in that they present materials that are childlike in the *feelings* they portray as well as in the overt actions they describe. As a child reads these materials, he identifies himself with the characters and comes to realize that he is not alone in his difficulties or his emotions. His own problems are less tension-producing. He experiences the same release we grown-ups gain when we discover our own feelings in a fictional character. And he finds he can talk about his feelings more easily when he realizes he is not "different."

In other words, the material in *The Girl Next Door* portrays children as they really are, children who at times have problems, make mistakes, and get into trouble—children who are a far cry from the "goody-goody," priggish, unrealistic characters in most health books of the past. By portraying real flesh-and-blood children, it is possible for the material in *The Girl Next Door* to set reasonable, attainable standards in health, safety, and personal development—standards that are geared to the pupil's present stage of growth. Thus, by the very nature of the content, *The Girl Next Door* helps children achieve a feeling of greater security and adequacy. And this is a substantial contribution to their mental health.

Another outstanding feature of *The Girl Next Door* is its readability. Reading hazards have been eliminated, and the general reading level has been kept below that of the Basic Reader for the fourth grade. Thus boys and girls are enabled to read with ease and enjoyment—and with full freedom to concentrate on the important concepts in each story without the distraction of too difficult vocabulary or structure.



Effective guidebooks . . . are another significant contribution made by this Health and Personal Development Series. This manual or guidebook accompanying *The Girl Next Door*, for example, provides three introductory chapters to acquaint teachers with modern viewpoints about health teaching. Additional chapters present detailed lesson plans for all selections in *The Girl Next Door*. These

plans contain suggestions for the preliminary development of the lesson, suggestions for guided reading, and a wealth of ideas for ways of enriching the discussion following the reading. Indeed the guidebook sets up a *case-study and discussion method* to develop not only the physical-health and safety concepts but also the mental-hygiene and human-relations concepts inherent in the materials.

Obviously it is desirable to approach the group study of health, safety, and personal development problems in a "personalized" manner that immediately arouses interest and recalls like feelings in the children. *The case-study method* provides for such individual focus. With this method each story is read first for its own sake. Then it is used to give impetus to discussions connected with the child's own experiences and observations and to provide a basis for setting up goals that boys and girls deem reasonable and attainable. For example, it would be embarrassing to single out the individuals in the classroom who constantly dawdle, but it is easy to approach the whole problem of dawdling—its annoying features, its basic causes, and its "cures"—after reading the human-interest story or "case-study" incident entitled "A Surprise for Bill" on pages 90-93 of *The Girl Next Door*. Taking part in group discussions, in which story incidents eventually give way to parallel personal experiences, has proved beneficial not only to children but to grown-ups. It is recognized among psychologists as a valuable component of "group therapy."



A three-way approach . . . directed to children, to teachers, and to parents is also demanded by a modern health program. A "triple-threat" attack of this kind is made available for the first time in the Health and Personal Development Series of which *The Girl Next Door* is a part. For example, in itself, the book *The Girl Next Door* furnishes dynamic, new material that makes learning about themselves a stimulating experience for pupils. At the same time it provides the teacher with a highly effective teaching tool. The accompanying guidebook gives the teacher further aid in making the best possible use of the material in *The Girl Next Door*. In addition, in recurring sections entitled "Implications for Parent-Teacher Coöperation," the guidebook gives effective suggestions that will aid considerably in bringing into action the parents who are so essential a part of a well-rounded, *total* health program.

The suggestions under "Implications for Parent-Teacher Coöperation" offer the teacher valuable information in condensed form—information that

will bring her up to date on current research in child development, that will help her foster the most desirable human relationships in her classroom, that will enable her effectively to discuss with parents the problems of individual children and desirable means of reaching solutions for these problems. What teacher has not at some time or other pondered how to help the lonely, solitary child? What teacher has not wondered how to help the handicapped child feel like "a regular fellow"? Or what to do with the child who "talks back," who dawdles, who evades unpleasant situations, and so on? And what teacher has not wished for skillful guidance to aid her in working with parents to the end that the causes of a child's health or emotional problems might be located and successfully handled? Sensible advice about these and many other situations is provided in the guidebook for *The Girl Next Door* and in the guidebooks for other books in this series. Furthermore, this material may be of inestimable help to the teacher in planning or conducting group meetings or group conferences with parents from time to time.



Carefully selected bibliographies . . . can serve as valuable sources of enrichment and of practical information for children, teachers, and parents. Bibliographies of this kind are found on pages 94-96 of this guidebook. A unique feature of these bibliographies is the list of books for children—books that may, if introduced to the right child at the right time, help him see his own personality and his immediate problems objectively and thus understand and manage them better.

The list for parents and teachers samples the wealth of excellent books that have been written in recent years in the field of child growth and development and in the area of parent education.

Good supplements to the books suggested are such periodicals as *Parents' Magazine*, *Hygeia*, *Childhood Education*, *The Child*, *National Parent-Teacher*, and *Child Study*. With such materials as these and others of her own choosing, the teacher may find it of practical advantage to inaugurate a health shelf or health library. In addition to using the books for her own enrichment, she may want to refer parents to them from time to time. Thus her verbal suggestions will be strengthened by published data, and explanations of children's adjustment difficulties will not only be clarified for the parents but also made more acceptable to them. They will see the problem of the moment not as unique in their family but as a fairly general occurrence in other families, too. This in itself does much to improve family interrelationships.

Nine- and Ten-Year-Olds— Their Needs and Characteristics



"What makes them behave this way?" . . . teachers and parents often wonder as they contemplate the seemingly inexplicable conduct of the nine- and ten-year-olds in their care.

What parents and teachers alike have searched for—and what is now becoming available—is increased knowledge of the growth patterns of children. Knowing what to expect of children at a given stage of development serves adults well in many ways. But chiefly such awareness makes them more understanding in their dealings with boys and girls. They are less likely to make issues of certain annoying actions that are in reality "a passing phase." And they become more discerning in noting the areas wherein children really need help and guidance.

"To know all is to understand all" may seem an overstatement. But to know about children at each successive stage of development undoubtedly promotes working with them more effectively and keeping the human relationships more satisfying. That is why this second chapter of the guidebook is devoted to a brief summary of what modern research tells us concerning the needs and characteristics of nine- and ten-year-olds.¹

¹The authors are indebted to Miss Bernice Scoville, School Psychologist at Clayton, Missouri, for her helpful suggestions and contributions to this chapter.



What do we know about their physical growth? . . . Wide differences in height and weight and wide differences in rate of growth are to be expected among nine- and ten-year-olds. One nine-year-old girl may be 45 inches in height and weigh 47 pounds, while another may be 57 inches tall and weigh 81 pounds. Yet both girls may be normal and healthy. Growth patterns are individual.

Many nine- and ten-year-olds will make small but steady gains in weight. Others may experience a period of slowing up of growth—a plateau period of six months or a year during which hardly perceptible gains are made in height or weight. A few of the girls and an even smaller number of boys may be experiencing sudden gains or *spurts* in height followed by spurts in weight.

Parents and teachers should understand these facts of growth. And the boys and girls themselves should be acquainted with them. Otherwise they may worry about their failure to gain in height or weight, especially if they are placed in situations where emphasis is placed upon such gains. Or they may worry because they suddenly begin to “shoot up” and tower above most of their classmates.

Sometime between the years from nine to about thirteen, or even later in boys, each boy or girl *at his own particular growth rate* will exhibit the following growth patterns:

A slowing up of growth, or a plateau, during which there is little gain in height or weight.

A spurt in growth. One or two years of rapid growth usually precede puberty, and consequently we find preadolescent boys at what is often called “the awkward age.” Most girls have a spurt in growth at about eleven years of age and mature at about thirteen. The height spurt in girls may, however, come at any time between the ages of eight and fourteen. Boys tend to enter puberty about one to two years later than girls.

A spurt in weight. Sudden gains in weight usually follow the height spurt. Thus we see first a plateau, then a height spurt, and then a weight spurt. These signs give us warning that puberty is approaching. With girls, the weight gains are at times almost startling. A girl may gain ten to twenty pounds in a year—or as much as seven times the weight gained the preceding year. Unless she understands them, such gains may cause a little girl to worry because she is going to be “fat.” However only a small proportion of the nine- to ten-year-old girls will be experiencing these weight gains which immediately precede puberty.



The emotional and social maturity . . . of nine- to ten-year-olds presents a fluctuating pattern. These boys and girls are struggling to reach emotional maturity, but they are not quite ready to give up their dependence upon their parents. One day they may show a surprising degree of maturity—and then on another day they may seem decidedly babyish in their reactions. They are indeed still immature, and the change is generally gradual, uneven, and often regressive. But progress can be aided when there is understanding.

Children of this age are reaching for independence and toward maturity. They seldom express their feelings in weeping or temper tantrums now. But if unduly scolded or frustrated, they may become withdrawn or rebellious.

They don't understand themselves. They want to be independent, but don't always know how. Moreover at times they still want to be dependent. For the pleasure and security of dependence are not readily relinquished. Thus there occurs a conflict between resting on the familiar pattern of being told what to do and striving to make independent decisions. They hardly know which they would rather have, independence or dependence. This ambivalence is disturbing. They have great respect for adults who can help them be independent, and they resent those who would baby them or restrain them. They become balky when nagged but respond reasonably to rules and regulations set up with their cooperation. Often their antagonism toward parental inhibitions is the result of mixed feelings of yearning for independence and yet wanting the easy security which results from continued dependence.

At times these boys and girls show irritability, distrust, or suspiciousness with little or no apparent reason. They are easily offended and often accuse their parents of not understanding them or being unfair or mistreating them. While they may be inconsiderate of others, they are surprised if others are offended by their behavior.

In general, they are at a "hands-off" stage. They dislike an open display of emotion, and boys especially are mortified if their friends see them being kissed by their parents.

Their allegiance is shifting to those outside the home. For example, everything the coach says is right, regardless of parental opinions. The neighbors' food is much more appealing than that served at home. Other families have more glamorous recreation and vacations. Consequently parents often feel that the child this age fails to appreciate his home or his family. Dad, in particular,

has been an authority up to this time. What he said was right. Now all of a sudden he is wrong. But even though the child's allegiance is shifting outward from the home, he still needs to feel that his parents are back of him.

Nine- and ten-year-olds frequently bolt their food, slam doors, argue endlessly—all of which is irritating to adults. Their standards are those of their friends, of "the gang." Indeed, as the preadolescent period progresses, parents often feel that in their extreme preoccupation with the group, their children have lost most of their own individuality.

Equally important are the wish to belong to a group or "crowd" and the desire to have "a best friend." This need is especially compelling in girls. Both parents and teachers should make every attempt to note the lonely, friendless child who is not able to satisfy these strong social urges. Suggestions for recognizing and helping the solitary child are given on pages 65-67 of this guidebook.

Boys of this age usually profess great scorn or disregard for girls. Some girls may try to be tomboys in order to be accepted. Others may be exceedingly interested in doing "ladylike" things, such as a favorite grown-up does.

Children at this stage will try out adults to the limit. They will often "beat us at our own game" unless we have a sense of humor, exert endless patience, and achieve considerable understanding.

Not uncommonly a boy or girl begins to rebel against routines which the parent had thought were well established. Getting to meals on time, washing, dressing properly, going to bed—all these become subjects of much argument. Breaking the monotony of some routines by variety, permitting occasional exceptions, and providing some surprises often help. Differentiating the schedule of the nine- to ten-year-old from that of little sister and younger brother is generally an expedient worth the planning entailed.

Often nine- to ten-year-olds will prove to be hard workers if there is a purpose or challenge behind a task. They will not do a sustained drudgery job, however, if they can possibly avoid it. They will do much more work if they have variety in their jobs.

They flit from one thing to another, for this is an exploratory age. They try many things and are not especially interested in finishing or perfecting anything. They can't take the time; there's too much else to do and see! Adult standards have little appeal.

One of their most striking characteristics is restlessness. They teeter on a chair, play with a string, sit with one foot tapping on the desk. It is useless

to try to stop them; that is well-nigh impossible. The problem is to capitalize on their eagerness for activity and help them use it to good advantage.

Nine- to ten-year-olds often have considerable fantasy life and are frequently brought to task for daydreaming. Sometimes, as they sit staring off into space, they have to be spoken to several times before they respond. Unless carried to extremes, daydreaming need not be a cause for undue concern.

The comic strip has an unusual appeal for children of this age because of the action, adventure, and extravagant imagination characteristic of it. Comics are very satisfying to them and as long as other good books are also being enjoyed, children and their comic books need not worry parents and teachers. Similarly "blood-and-thunder" radio serials are popular with nine- and ten-year-olds. The solution to their radio-listening habits is not a simple one, but as May Hill Arbuthnot¹ points out, "Teachers must not be surprised if the child's favorite commercial serial over the air is 'Dick Tracy' or 'Captain Midnight,' but they should offer him in school something with equal excitement and of a higher literary quality and social significance. Then, as with comics, we won't have to be worried over the blood and thunder, just so the child is getting a continuous exposure to fine literature at the same time."



Getting along harmoniously . . . with the nine- to ten-year-old is an art that definitely can be acquired. Indeed adults will do well to make every effort to keep tensions and conflicts at a minimum. It is not easy to talk things over calmly with children of this age, but the attempt is well worth making.

These youngsters are apt to be "fresh" or brutally frank. Parents and teachers should at times give boys and girls a chance to voice their grievances and to "let off steam" without taking offense themselves. Sometimes the mere bringing of troubles to the surface and airing them helps ease matters. Of course, boys and girls can't be allowed to express themselves so frankly to "anybody and everybody." (Good manners, for example, require a more restrained tone with older people, visitors, relatives, etc.) But it does help children considerably if they feel that they may speak freely to parents or to teachers who understand.

Occasional compromise helps immensely in dealing with boys and girls of this age. And attempts to get their coöperation are more effective than relying solely on giving commands.

¹ May Hill Arbuthnot. *Children and Books*. Chicago: Scott, Foresman and Company.

In coping with the problems of preadolescence, it may be comforting for adults to remember that Dr. Fritz Redl¹ describes this period as one of disorganization. He explains that during preadolescence the well-knit pattern of a child's personality is broken up or loosened, allowing adolescent changes to be built into it so that it can be modified into the personality of an adult. Parents who are tempted to nag their children about poor grooming will get reassurance from realizing that, in the adolescent period to come, their present carelessness will usually give way to definite interest in these matters.

A few general hints about getting along well with preadolescents are:

- (1) Avoid an exchange of hysterics. When the children are overwrought, the adults should try to keep calm and objective.
- (2) Pass over much of the annoying behavior; concentrate on essentials.
- (3) Avoid the temptation to nag. Nagging usually begets balkiness!
- (4) By all means, avoid treating these boys and girls as you did when they were younger; avoid the same type of punishments, for example. (Deprivations and making amends are good types of punishments now.)
- (5) Even though you may have your doubts at times, treat these boys and girls as if they had common sense and the ability to make decisions and assume responsibilities. Let them follow up their own decisions whenever possible, even if you would have decided things differently. Don't forget to give praise for wise decisions.

Helpful references . . . about the nine- to ten-year-old are not too plentiful. Indeed the whole period of preadolescence is often called "the no-man's land" of child development because the studies in child development have centered almost exclusively about the preschool child, the primary child, and the adolescent. Among the worth-while references now available are these:

Gesell, Arnold. *The Child from Five to Ten*.

Gruenberg, Sidonie. *We, the Parents*. Chapter entitled "Halfway Up the Stairs."

Spock, Benjamin. *The Pocket Book of Baby and Child Care*. (Available at a minimum cost.) Chapter entitled "From Six to Eleven."

The guidebooks accompanying *You* and *You and Others*, books subsequent to *The Girl Next Door* in this Health and Personal Development Series, also contain detailed chapters on preadolescent psychology.

¹ Redl, Fritz. "Preadolescents—What Makes Them Tick?" Pamphlet published by the Child Study Association of America, New York.

An Environment That Promotes Good Health



Wholesome health habits . . . and good mental health can be encouraged to a considerable degree by well-prepared, appealing instructional material to be used by the boys and girls themselves. But even the finest materials can do only part of the job of promoting good health. The remaining part of the job—and doubtless the most vital part—can only be accomplished through giving children the experience of living in an environment at home and at school that reflects the basic rules of health and fitness, both physical and mental.

As is stated in *Paths to Better Schools*,¹ "The unfortunate thing is that many of our schools violate the basic rules of health and fitness. Food in the cafeteria often is not tasty or well balanced; candy, in some instances, is substituted for money in change-making; carbonated soda drinks are sold; drinking fountains have been too few and often not clean; soap and towels have been missing from the washrooms. . . . There has been too much talking and it has been to the wrong people. We have often been talking to children about things upon which only adults can act. Wholesome school surroundings must be established and adult education must be carried on if acceptable health habits are to be acquired."

¹ *Paths to Better Schools*. Twenty-Third Yearbook. American Association of School Administrators, Washington, D. C.

Admittedly it is not always possible for you, the teacher, to establish in the classroom the finest physical environment for your pupils. You have to work within the framework of what you have. But there are many things—simple things—that you can do to help create a healthful environment wherein children see practiced the concepts they read and talk about in their health classes. And there are certainly a multitude of things that can be done at school, as well as at home, to foster good mental health by meeting children's needs for "belonging," for achieving, for feeling worthy and secure and accepted "as they are."



From the standpoint of physical health . . . you can make an effort to do these things:

Keep the classroom at a proper temperature. Sixty-eight to seventy degrees is regarded as the most healthful temperature.

Keep the atmosphere from getting too dry. Be sure that the water containers on the radiators are kept filled.

See that children have chairs or desks that are properly adjusted to their height. It should be possible for a child's feet to rest on the floor comfortably and for the lower part of his back to rest against the back of the seat.

Watch the lighting in the classroom. Be sure to turn on the lights on dark days. If possible, arrange the desks or chairs so that no one has to face the light—and so that daylight comes in over the *left* shoulders of right-handed children and over the *right* shoulders of left-handed children. If the lighting in the classroom seems to be inadequate, perhaps the principal or superintendent will cooperate in obtaining a light meter to measure the intensity of the light in a room. If light is found to be inadequate, stronger bulbs should be placed in the poorly lighted sections of the classroom.

Be alert to signs of illness. Observe skin coloring (cold or bluish skin may indicate poor circulation or poor nutrition); watch for skin eruptions, sore throat, dull or watering eyes, general listlessness, irritability, evidences of a cold.

Work with others in the school system to set up a plan of school health examinations. "Thorough examinations of a needy, selected group are preferable to a hasty examination of everyone . . . arrangements may be made to have the findings of the family physician on file with the school. Another plan to conserve the time of the medical staff is to have a well-organized cumulative health record card."¹ In the absence of a special cumulative health record for

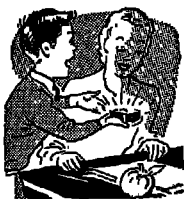
¹ *Ibid.*

each child, you can be careful to record essential health data and attach such memoranda to the child's permanent record or register sheet. Making a permanent record of such information as that the child has poor eyesight, defective hearing, a speech defect, a defective heart is of utmost importance.

Coöperative endeavors with the Parent-Teachers Association or other parent groups may also result in facilities for making periodic checks on children's eyesight, hearing, teeth, and lungs. Through such coöperation, vaccination and immunization procedures might also be set up to care for those who have not received such help from family physicians.

Encourage wholesome health habits and the kind of physical activities that result in increased physical fitness. This can be done, in part, by giving attention to "the little things." Plenty of time should be provided for getting drinks and for washing hands after using the toilet. Soap, towels, and hot water should be available in the washrooms. Boys and girls should be urged to use the full lunch period for leisurely eating and relaxing afterwards rather than for rushing through the meal and hurrying out to play on the school grounds. Homework in any quantity that materially interferes with children's outdoor play or proper bedtime should be avoided. Too high standards for all children—and too much pressure on some children to reach scholastic standards of which they are incapable—should likewise be avoided. Throughout the school day there should be brief periods for relaxing and "taking it easy," as well as longer periods of concentrated work. Playtimes should be a mixture of undirected, joyous activity and periods during which boys and girls have an opportunity to learn and practice such definite body-building skills as climbing, hanging, running, etc.

When a child gives evidence of ill health, a home visit or a conference with parents is especially desirable. The outgrowth of such a conference may be a complete physical examination of the child by the family physician.



From the standpoint of mental health . . . you, the teacher, can render invaluable service in creating a warm, friendly classroom environment wherein children can learn and grow and "belong" and succeed. Perhaps in the final analysis, this is the most crucial task you face. For unless something positive is done to turn the tide, of the children who sit before you in your classroom, as many will someday "attend" a mental hospital as will attend a college or university. Fortunately modern research is uncovering practical guides to help

you promote good mental health.¹ Some of the main guideposts in fostering mental health are set forth in brief below.

Have a deep faith in children—and a certainty that there are causes for all behavior. You must keep strong your belief that there are no truly "bad" children. Boys and girls would all rather be good if they could. And you must try to remember that there is always a reason when children cause trouble. It is not that they just want to be bad.

Be very wary of attaching labels to children such as "bad," "lazy," "pokey," "stupid," or "mean." Too often labels merely cause children to try to live up to the titles conferred upon them. Instead, see if you can't become a detective and ferret out *why* children are acting as they are. Talk with them whenever you can. There's always an extra moment before school, during recess, after school. Listen to what the children have to say in their play with others. You can learn much of how boys and girls feel about themselves by watching them as they play with others. And take every chance to talk with their parents. Encourage parents to visit school, not just when there is a special program or when something has gone wrong but at any time they have the inclination.

You will never totally understand any child—but you can slowly move toward such understanding. And the better you know children as *human beings*, the more successful you will be in teaching them. So keep trying to learn more and more about each child—and keep trying to understand.

Make your classroom a place where friendliness abounds. Friendliness is a magic tonic. It gives boys and girls strength and warmth and energy, and it helps immunize them against the fears, worries, and uncertainties that beset them. Children need people who like them, who believe in them, and who are genuinely interested in them as individuals. They need people who are sympathetic and who understand—who will laugh with them and like the things they do.

Each teacher has her own special way of creating a friendly classroom, but for the purpose of enlarging the picture somewhat, here are a few of the "little things" that can be done:

. . . *Allow a brief social period the first thing in the morning.* Give children a chance to browse about the classroom, talking to their friends, engaging you in informal conversation, discussing new additions on the bulletin board, tending the class pet, doing housekeeping chores.

¹ For a bibliography of helpful references on mental health, the teacher should see the list on pages 94-96 of this guidebook.

. . . *Find something personal to say to children whenever possible.* Be on the lookout for new sweaters, fancy pencil boxes, gay lapel pins. Comment on these as you would to any of your own good friends.

. . . *Pass over many of the things boys and girls do without correcting or nagging.* The art of overlooking is essential to friendships. Good friends don't perpetually harp or nag or correct flaws in grammar.

. . . *Make the classroom a place of life and color.* Plants, a pet, curtains at the window, gay bulletin boards all help give the room a human touch that children need and enjoy.

. . . *Work toward an environment so stimulating that children won't willingly miss school.* Set into action the kind of program and the kinds of activities that kindle children's enthusiasms, that set them to thinking and talking, and that encourage friendly "give and take" and working together.

. . . *Be friendly, and include all the children in your circle of friends.* Make an especial effort to be friendly to those children who most need it—the noisy ones, the slow ones, the belligerent ones who are often the very boys and girls you are tempted to leave alone.

Seek out the lonely children and do everything possible to help them "belong." Often you may be unaware that some children in the classroom are desperately lonely and are not desired by others either as social companions or as co-workers on class projects. These lonely boys and girls, unless given special help, are likely to withdraw further into themselves and become more shy and timid. Some may become rebellious and resentful, and as they grow older, evidence in nonsocial ways their frustration at their lack of friends. Indeed none of us can be entirely happy or well adjusted if we feel we are not wanted by our associates and if we lack satisfying friendships. On pages 65-66 of this guidebook is a simple friendship test that will help you rapidly locate the few children in the class who are socially unacceptable to their classmates.

Once the friendless pupils have been spotted, every attempt should be made to help them experience the satisfying feeling of "belonging." As the teacher, you know who the popular children are. Often these popular children can be used as a bridge to help the friendless ones cross over into the magic circle of those who are liked and accepted.

Seat a timid child near a popular, friendly one. Give the two children jobs to do together, and do everything you can think of to build friendships between a child who is popular and one who is not. Be on the alert for talents

that the rejected child may possess. Such talents can later be exploited in such a way as to create prestige and new friendships based on common interests.

Parents, too, should be reminded of the desirability of helping the timid or friendless child learn to do something well, e.g., swimming, drawing.

While all these suggestions may seem time-consuming, especially in view of an already crowded day, they nevertheless involve an area of utmost significance. It is of prime importance that our schools turn out young people who are happy and reasonably well adjusted. And it is extremely gratifying to be able to help an unhappy child become more accepted by his group. In the long run, the returns from making children happier and accepted will more than repay you for any time spent. Happy children get into less trouble; they learn better; they give you more "peace" in which to carry on your job. Indeed their suddenly blossoming personalities will make teaching more fun for you!

Remember that all children have feelings and try to provide safety valves through which their feelings can come out harmlessly. Every one of us has some angry feelings bottled up inside, but children usually carry an extra load. For even under the best conditions, childhood is a period of being instructed, keeping in line, and toeing the mark. In all children some feelings of anger and hostility pile up inside, feelings which are coming out when children push or shove or hit or talk back.

Children need safety valves to reduce the pressure of the feelings piled up inside them. Of course, many boys and girls devise their own safety valves which we see in use when they engage in "horseplay," shout, exhibit boisterousness, and devise violent dramatic episodes all their own.

But some children have had a little more than they can "take" in their home situations. They may be overprotected, pressed too hard, held to too high standards, upset by family bickerings—these are the children who make life difficult at school by their bothersome actions. And these are the children who most desperately need safe ways of "letting off steam."

Some of the safety valves through which children can gradually spill out their upset feelings are these:

... Conversation periods—in which they can speak freely of their feelings of anger, fear, jealousy, and all the rest. The stories in *The Girl Next Door* will in many cases serve as excellent springboards for children to tell their parallel experiences of "Once I got mad like Bill when . . .," "I liked it a lot when . . .," "Once I was called names, too, when . . ."

. . . *Periods for hitting and pounding*—an amazing number of angry feelings can be dispelled through the simple acts of slapping and pounding clay, banging and pounding wood and nails, or punching the punching bag in the gym or on the playground.

. . . *Dramatic experiences*—experiences in which boys and girls are provided with the opportunity to be big and powerful, to be the mother, father, king, queen, or general and do some bossing themselves for a change.

. . . *Opportunities for getting dirty*—perhaps nothing causes so much fussing and nagging at home as the continual admonition of parents to “keep clean.” From infancy on, some children have been subjected to too much pressure about keeping themselves clean, their clothes clean, their rooms clean. They have been pushed and prodded and punished and shamed. Such children are in especial need of getting “good and dirty.” Finger paints, clay, modeling in sand—all these activities give boys and girls a chance to get dirty in acceptable ways.

. . . *Periods for “free drawing or painting”*—periods during which children may draw or paint just what they want in their own way. Again it is surprising how many feelings come out through drawing or painting—and come out in ways that are safe and acceptable.

. . . *Opportunities to write about their feelings*—opportunities in which they “write what they feel” with full permission later to share their efforts or “tear them into shreds.”

Of course, boys and girls must learn that some kinds of actions are not permissible, even though all kinds of feelings are. “The child who kicks, slaps, or otherwise takes out his mean feelings on others must be firmly stopped in these actions. He can be told, ‘No hitting like that. Find another way to show those mean feelings. Draw a picture or write about what you want to do instead.’

“But keep in mind that while you can stop certain kinds of undesirable actions, you can’t and shouldn’t try to curtail the feelings behind them. You couldn’t banish the feelings even if you tried. What you would do would be to make the child hide them and hold them under until their outlets could be blind only, unseen and beyond control. As you are willing to let children be honest about their small feelings, they will become brave enough to be honest about their larger ones. As you accept the small daily fears and meannesses and inferiorities and hesitations, children will build enough confidence in you to bring out some of the larger troubles that lie behind what they do. In the process they

will learn to handle the various feelings inside them straightforwardly and without disguise and in a manner that creates no harm."¹

Remember that each child has his own characteristics and his own rate of developing. Don't set a premium on "brain work" alone. And in so far as possible, avoid unfair comparisons among boys and girls in the classroom. Put less emphasis on competitive activities and more stress on coöperative ones. Whenever you have the chance, warn parents against the pernicious effects of comparing one child in the family with another.

Instead of making progress in academic studies the criterion of "success," try to create a classroom environment wherein ability in any field of endeavor, whether it be painting, singing, rock collecting, hammering, gardening, or "cleaning the closer" can be appreciated and respected. It takes all kinds of people to make the world go round; and the school should be a prime force in recognizing the need for planning well-rounded programs through which every child can feel needed and can experience some degree of success. •

Look twice at the "good" children. Surprising as it may seem, the mental hospitals are full of adults whose case histories record "a good child at school," "never caused a moment's trouble," "so quiet you hardly knew he was there," "a straight-A student." These are the adults who as children were so very good and so very amenable that no one bothered to look twice to see if they might have any problems. Indeed these are examples of persons who are often labeled "well-adjusted," when in fact they present serious though partially hidden personality problems.

If you have children in your classroom who always coöperate, who drive themselves overly hard to reach perfection, who strive too hard to please, who are "too good," *stop and study them.* Have they any friends? Do others in the class think well of them? Can they work with their hands as well as with their brains? Are they timid or withdrawn?

If this second glance reveals boys and girls who are "one-sided," make haste to help them build satisfying friendships and learn to *do* as well as to think. Help them as best you can to become "all-around" persons. *Whatever you do, don't take the easy road and overlook the oftentimes crucial needs of these boys and girls who "cause no trouble."*

¹ Baruch, Dorothy W. "Helping Children Understand Why They Behave As They Do." From the pamphlet *Children: How They Learn, Feel, and Grow*, published by the Association for Childhood Education, Washington, D. C.

*Lesson Plans
for Unit One
PAGES 5-12
The Girl Next Door*



Nothing Ever Happens

"Nothing ever happens on Driftwood Lane," says ten-year-old Bill. But nobody really believes him. For hasn't little Nancy's intriguing announcement, "Funny animals down the street," already shattered the peace and quiet of this hot, "lazy" day on the lane? And hasn't Jack's odd assortment of driftwood "animals" opened up the whole inviting field of potential hobbies? Furthermore a neighborhood containing three lively Foster children, the energetic Tom and Ann Hunt, and the experimentally minded Jack Williams offers continual promise of exciting experiences to come. So does the kindly Dr. Williams who, possessed with "inside information," makes the tantalizing prediction that "Things are really going to happen on this lane before long. You wait and see!"

CORRELATED ACTIVITIES FOR THE UNIT

The reading and discussion of this brief introductory unit may be supplemented by activities designed to enrich and expand the health, safety, and personal development concepts inherent in the unit. The following activities are suggestive of the kind that boys and girls might profitably enjoy.

A "Hobby Day" might be planned at which time children would have an opportunity to display or tell about their hobbies; about interesting trips; about new skills acquired in swimming, camping, or in other activities they have enjoyed during the summer vacation; about their pets, etc. A School Hobby

Exhibit might be enriched by having parents, too, display, demonstrate, or describe their hobbies. (See the "Implications for Parent-Teacher Cooperation" on pages 29-30 of this guidebook.)

Boys and girls might begin to make personal-record books to be kept all during the year. These record books might contain information about each child's family (the number and ages of brothers and sisters, etc.), about his pets and his favorite pastimes, and about his current favorites among books, magazines, movies, and radio programs. The record books might also contain data about the child's height, weight, recent physical and dental examinations, vaccinations and immunizations, etc.

For future reference a large picture map of Driftwood Lane might be made for the bulletin board. This map, modeled after the picture on pages 6-7 of THE GIRL NEXT DOOR, might show beside each house the members who live in it, e.g., The Fosters' house: Grandmother and Grandfather Foster, Father and Mother Foster, Bill (age 10), Ellen (age 8), and Nancy (age 4); the Hunts' house: Mr. and Mrs. Hunt, Tom (age 9) and Ann (age 7); the Williams' house: Dr. Williams, Jack (age 12), and Mrs. Valentine, the housekeeper. Later, the pupils might add the old gray house—after it has been fixed over—and the White family: Mr. and Mrs. White and Susan (age 9).

INTRODUCING THE UNIT

Before introducing the first unit the teacher should allow ample time for the children to glance at the Contents pages and to browse through the book, commenting freely on the pictures that catch their fancy. She might, as a point of interest, mention that every child in the book is drawn from real life—and that the child models for the story characters all live in a little town in Massachusetts. The unit-title pictures feature the doorways of the different homes on Driftwood Lane. And they suggest that the reader enter each home, in turn, to learn more about the individuals who live there—their thoughts and feelings, their problems and experiences. To give a general idea of the scope of the book, the children might also scan the pictures and story titles and hazard guesses as to which stories are about health problems, which about safety, and which ones are about ways of "getting along with yourself and with others."¹

¹ Although the children are encouraged to browse through the book, at this point a general caution might be suggested. The charm and teachability of *The Girl Next Door* will be enhanced by distributing books only for use during the health period. Otherwise the motivation for reading individual stories under teacher guidance will be diminished.

To lead into the first unit, have pupils look at the unit title, "Nothing Ever Happens," and the picture on page 5. Mention that the picture shows Bill Foster and that the signpost indicates the name of the lane where Bill and the other main characters in the book live. Invite comment as to how Bill's actions and posture help illustrate the unit title. Suggest that despite this title at least *one* interesting thing does happen in the unit—and that the unit will help pupils get acquainted with most of the child characters in the book. Ask them to decide, as they read, whether this first unit introduces "the girl next door" for whom the book is named.

Driftwood Lane

PRELIMINARY DEVELOPMENT

Pages 6-12 . . . To initiate interest, to provide background, and to anticipate any vocabulary difficulties, the following suggestions may be employed. (In subsequent lesson plans, this preliminary step will be indicated briefly under the first portion of the heading "Reading and Discussion.")

Explain that the action in this story (which comprises the entire first unit) takes place on a short street, or lane, one hot summer day. Write the title *Driftwood Lane* on the blackboard and see if boys and girls can suggest why the street might have been given this name. Clarify, if necessary, that the lane was near some water, in this instance a *lake*, and that small pieces of wood often drifted from the lake to the nearby shore. Continue by mentioning that people who live near water often have a variety of hobbies. Write the word *hobby* on the blackboard and invite children's own explanations of its meaning. Have them speculate on the hobbies that people who live near water might have; e.g., boating, swimming, modeling in the sand, collecting shells. Suggest to pupils that, as they read, they will learn of an interesting and unusual hobby one of the boys on the lane had. Then have the children read silently the entire story to learn more about the people who lived on Driftwood Lane and to enjoy the account of a funny incident that happened there one day.

(Note—New words used in this and subsequent stories are listed on pages 242-243 of *The Girl Next Door*. The teacher should consult this list before introducing each story. Then she should introduce new words during the preliminary discussion. An effective method of doing this is to write the new words on the blackboard as they are spoken in meaningful context.)

READING AND DISCUSSION

To bring out the important health, safety, and personal development concepts—first as they appear in the story setting and second as they apply to the children's own problems and experiences in everyday living—the teacher might well use the following procedure:

After the silent reading, give pupils an opportunity to discuss informally the people on Driftwood Lane, the houses they live in, and the joke on the children, who thought they were going to a circus but who discovered instead twelve-year-old Jack's interesting hobby. After Jack's hobby has been described, have the pupils turn to page 11 and tell what *they* think each little piece of driftwood looks like. Then broaden the discussion to include children's own descriptions of their favorite hobbies or pastimes, of interesting hobbies they know about, or of hobbies and special interests of their parents. Emphasize that a hobby isn't really a hobby unless it is carried out "just for fun." Stress also that a hobby need not require expensive or elaborate equipment—the satisfaction and pleasure it gives are the only tests it must pass.

Since even a hobby can occasionally prove to be "too much of a good thing," pupils might also talk over the question, "Are hobbies *always* good to have? When might a hobby not be good for a particular boy or girl?" Children may be led to see that a hobby should not be constantly substituted for normal and wholesome friendships with others nor should it occupy so much time that it prevents plenty of outdoor play with others. Neither should it involve absence from school or the use of too much energy. (Note—See the suggestions under "Correlated Activities For the Unit" on pages 25-26 of this guidebook for ways of following up the discussion on hobbies with demonstrations and displays of favorite hobbies.)

Call attention to the picture at the top of page 8 and ask, "How are the Fosters spending their time this hot summer day? Are these good activities for a very hot day? What makes you think so?" Develop the idea that on very hot days we usually don't feel like doing strenuous things—and that "taking it easy" at such times is a good way to keep our bodies from getting overheated. Let the children suggest good games and other pastimes for hot summer days.

Since one of the purposes of the first unit is to create interest in and background for all the subsequent stories in the book, the final discussion might well center around such questions as, "Do you agree with Bill that 'nothing ever happens' on Driftwood Lane? What makes you think some very exciting things

are going to happen before long? Do you think this first unit tells about 'the girl next door' for whom the book is named? Is there any place on the lane where a new family might live? What would have to be done before anyone could move into 'the old gray house where no one lived'?" Boys and girls might also be interested in scanning the pictures on pages 8, 9, 10, and 12 and trying to identify by name the characters shown there.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Perhaps nothing can make a greater contribution to the security and well-being of youngsters than the knowledge that their teacher and their parents are friends. And nothing can help the teacher understand her pupils half so well as genuine acquaintance with parents. The problem, however, is how to achieve such acquaintance with a minimum of effort and constraint to all concerned.

This lesson has leads for an excellent approach to the problem of truly getting acquainted—an approach based on the parents' hobbies, special interests, or skills. For example, if the boys and girls plan a hobby show, parents themselves might be invited to contribute as well as to attend. Or the teacher might send a friendly letter to all parents commenting that the year's work at school may be greatly enriched by parent contributions and cordially inviting volunteer aid with music, dramatics, handicraft, nature study, or creative writing.

This approach has at times been used very successfully. For example, one school regularly enriches its curriculum by drawing freely upon the talent of parents, especially the mothers who are available during school time. Thus a mother who is a gifted musician occasionally conducts a music lesson, gives a brief concert, or helps children compose original music; another mother who is well known for her ability to make Christmas-tree ornaments out of "odds and ends" shares her secrets during the pre-Christmas season; and still another mother who raises tropical fish shares her experiences and gives advice to those interested in a similar hobby. Fathers may at times contribute by telling about their activities in such businesses or professions as architecture, publishing, manufacturing, etc.

Another plan worth consideration is that of having several picnics or family parties during the year—gatherings at which the teacher, children, and parents enjoy group games and general fun and incidentally come to know each other better. Indeed the whole idea of bringing parents, children, and the teacher into closer contact has endless possibilities. The actual vehicle used is secondary to the all-important goal of having fun together and getting better acquainted.

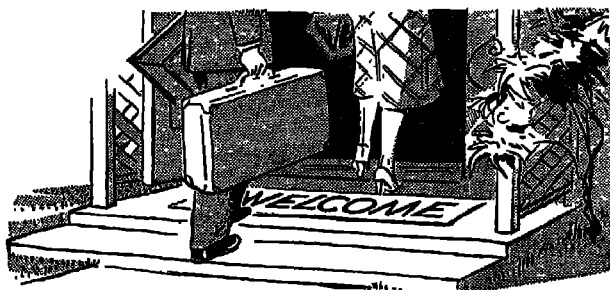
From time to time during the year the teacher may note behavior or reactions of individual children that suggest the need for talking things over with parents. Here again she will find her influence strengthened if she already has more than a nodding acquaintance with the parents. She will also facilitate voluntary conferences on the part of parents if she can set aside a few times when it is commonly known that she is available for consultation; e.g., she may be in her classroom for a half hour or so after school every Wednesday, or she may be in her own classroom a short while before and after general P.T.A. meetings.

If the teacher is interested in making pleasant contacts with the children in their own homes, she will find excellent suggestions about ways of finding time for such visits and means of establishing friendly relations with parents in the chapter "The Child as a Member of a Family" in the book *Helping Teachers Understand Children*.¹ In brief, this chapter suggests the establishing of a friendly relationship based on conversation centered around the mutual interest in the child. The teacher is advised to "let the parents do most of the talking in their own way, and following their own sequence of ideas." It is also suggested that most of the needed information about a child can be elicited without direct questioning if the teacher merely expresses a desire to hear about the many interesting things that have happened to the child as he was growing up. Instead of taking notes during conversation, it is recommended that the teacher write down what she remembers when she gets home. Many parents "close up" as soon as they see a teacher putting on paper what is being told her.

From time to time in informal conversations or at study-group sessions the characteristics of nine- to ten-year-old children might be discussed. While individual children differ considerably one from another, they have many characteristics in common. Knowledge of these general characteristics helps both parents and teachers preserve their sense of balance. For example, the untidiness of boys and girls at this age is often very disturbing to adults. Frequently parents are tempted to make great issues of it. If, however, they realize that indifference to neatness and grooming is typical preadolescent behavior—and that in time children will return to previously set standards of cleanliness and grooming—the adults can relax and avoid overworry or persistent nagging. For a more detailed discussion of the characteristics of nine- and ten-year-olds turn to pages 11-16 of the guidebook.

¹ By the staff of the Division of Child Development and Teacher Personnel, American Council on Education, Washington, D. C.

*Lesson Plans
for
Unit Two
PAGES 13-76
The Girl Next Door*



The New Family

Dr. Williams' prophecy that "Things are really going to happen on this lane" is soon fulfilled. Indeed one interesting event follows another in rapid succession. First the old gray house is threatened with destruction—and five unhappy youngsters learn that community betterment takes precedence over personal whims. Next the old gray house is unexpectedly rescued and remodeled—and five curious youngsters note with interest all the changes and equipment that are needed to maintain desirable standards of safety and cleanliness. Finally a new family moves in, bringing with them what first poses a mystery and then a challenge. The query "Why doesn't the girl next door come out to play?" gives way to "What can we do to help Susan regain her health and the ability to walk again?" Although the children are rebuffed at first, they persist in their efforts to help Susan. This persistence leads to their gaining a valuable understanding: not all the toys and possessions in the world can compensate for the lack of good physical and mental health. The children's efforts in Susan's behalf, including the creation of "Smart Sue" and "Silly Sam," also bring forth Dr. Williams' comment, "With such good neighbors as you, she may be well sooner than we think!"

CORRELATED ACTIVITIES FOR THE UNIT

The concepts developed in the unit may be enriched or expanded by carrying out the following activities or other similar ones:

The pupils may observe Fire-Prevention Week (which in many instances will occur while pupils are studying Unit Two) by making a check list to help in surveying homes for potential hazards. Such a check list might contain the questions suggested on page 41 of this guidebook. Children might also compose sentences or slogans for a class chart, suggesting a few simple rules for fire drills.

The class may discuss and perhaps record on a simple map or chart safe places to play in the general neighborhood that the school serves.

An investigation might be made, through questioning of parents, through direct observation, and perhaps through an actual visit to the health department, of the work of the local health officers. This might be followed by a bulletin-board display of pictures and child-written explanations of the work of local health authorities; e.g., collecting garbage, placing quarantine signs, etc.

The boys and girls may make posters to illustrate the important items in "A Bicycle Code for Safety." (See pages 38-39 of this guidebook for a sample of such a code.)

Children may make a large chart for permanent class display of the Basic-Seven food chart pictured on page 65 of THE GIRL NEXT DOOR.

The class may dramatize ways of welcoming new people at school or in the neighborhood. A class "Hospitality Committee" might be chosen. Its functions will be those of welcoming new pupils, introducing them to others, seeing that they are familiar with the school routine, etc.

Additional "Silly Sam" cartoons may be made. (See pages 71-75 of THE GIRL NEXT DOOR.) Or other cartoons may be invented that review and reinforce important health or safety concepts in a way that is both entertaining and effective. Social relations might be included in such cartoons.

INTRODUCING THE UNIT

Use the title "The New Family" to stimulate comment about where a new family on Driftwood Lane would live, what would have to be done before they could move in, why the other families might welcome some newcomers, and what the "old timers" might do to help make the strangers feel comfortable and "at home" in the new neighborhood. Then ask, "Can you think what there might be about the new family that would cause Bill to call it the 'mystery of Driftwood Lane?'" Suggest that, as they read this unit, pupils will learn more about this mystery and its solution—and that they will also see how right Dr. Williams was in predicting, "Things are really going to happen on this lane before long!"

Hide-and-Seek

READING AND DISCUSSION

Pages 14-16 . . . Interest in reading the story may be aroused by having pupils look at the picture of the old gray house on page 14 of *The Girl Next Door*. Ask, "Do you think the grown-ups on the lane like having a house such as this near by? How do you suppose the children feel about it? Would you say it was a *safe* place to play?" During this informal discussion the teacher might use in meaningful context new words that may cause difficulty; e.g., *boards, heard, crash*. (For a list of these new words see page 242 of *The Girl Next Door*.) Then suggest that the story be read to see what Bill and the others learned one day as they were playing around the old house.

After the silent reading, focus the discussion on why the children liked the old gray house, what their parents thought about it, and how Bill and the others learned that playing *inside* the house could be dangerous. The discussion may then be broadened to include pupils' own ideas about the hazards of playing in and around old houses as well as in and around new houses under construction. Pupils should also be encouraged to describe the places in which they habitually play—and to evaluate these places as to their safe or unsafe characteristics. Plans might also be made during the discussion for the construction of a simple neighborhood map on which parks, playgrounds, and vacant lots suitable for play are indicated.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

If the above discussion indicates that there is a paucity of safe places for children to play, the teacher might present this matter to the P.T.A. or to a similar group of parents. Such action might eventually result in the conversion of a vacant lot into a simple playground—or in the action of the city council in setting aside a small tract of land for a park or playground in the neighborhood.

Another thing the teacher might do is to keep parents informed of wholesome recreational opportunities available to children. Frequently notices come to the school about swimming classes that are being formed at the community center, about a new recreation director who is available for after-school activities in the local park, about Cub or Brownie Scout troops that are being organized, etc. Information of this kind should be passed on to the parents, possibly through simple notices copied from the blackboard by the children.

The Old Gray House Must Go

READING AND DISCUSSION

Pages 17-19 . . . Use the preceding story to motivate this one by saying, "You remember that when Bill fell in the old house, there was a big crash. Now read to see what happened when some of the parents heard that crash."

After the silent reading, have pupils look at the picture at the top of page 18. Ask, "What are Grandmother and the others saying about the old gray house? How do they *feel* about the house? What makes them feel so strongly?" Then call attention to the picture at the bottom of page 19 and ask, "What are the children saying about the house? How do they feel about the idea of having the house torn down? What makes them feel as they do?" Help boys and girls see that the grown-ups are thinking about the serious aspects of a situation, whereas the children are reacting solely in terms of their own interests and desires—and that this is a typical situation leading to conflicts between grown-ups and children.

Ask someone to read Ellen's remark on page 19, "WE can't tell grown-ups what to do. THEY tell US what to do." Try to convey the idea that this is a feeling children frequently have, and help pupils think of some of the reasons why the feeling is a common one; e.g., parents are usually thinking of what is best for all concerned when they encourage certain actions, parents have a broader background of experience that makes it desirable for them to direct things a greater portion of the time. If pupils seem surprised at Ellen's rather frank remark, try to establish the idea that she is expressing a feeling everyone has at times. Mention that talking about our feelings—especially to an older person who is understanding—is usually better than keeping them bottled up inside us because once the mean or angry feelings are let out, room is made for better feelings to take their place. (Note—this is a mental-hygiene concept that psychologists are constantly stressing. See further discussion under "Implications for Parent-Teacher Coöperation.")

At this point encourage any spontaneous comments from the children such as, "Ellen reminds me of a time when I got mad . . ." or "I felt like Ellen one day when . . ." As Dr. Lawrence K. Frank points out, "Children need to read specially selected stories which . . . provide releases for their fears and worries and which give them the reassurance that only the emotional experiences of certain

stories can provide. They need safe ways in which they can 'blow their tops,' such as telling their own stories, beginning, 'Once I felt that way when . . .'

Next, help children see that getting rid of feelings by talking about them is only the first step to making them feel better about a situation. For example, point out that Bill and the others are facing a situation they doubtless cannot change. Eventually they must accept that fact. And having accepted it, they can then go on to more helpful ways of thinking and behaving; e.g., they can find pleasure in the fact that a "sore spot" in their neighborhood is to be improved, they can try to forget about the old gray house and seek out other safer places to play.

Also call attention to Bill's remark, "I won't let them tear down the old house." Children will recognize and enjoy this remark for what it is—Bill's perfectly natural, if futile, desire to be as powerful as the adults in his environment. Grandmother explained this desire by saying "You just wanted to feel big." Help pupils see that Bill will eventually feel better about the situation and probably will soon be all eagerness to note the remedial steps that are taken about the old gray house.

In conclusion, help pupils summarize all the "counts" against the old gray house from the health and safety standpoints. Then encourage speculation as to what may happen if Grandfather Foster notifies the health officers about these conditions.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Parents—and teachers, too—are often troubled by "freshness" or outbursts of resentment or "talking in the most awful way" on the part of nine- and ten-year-olds. Well-meaning adults frequently feel that such outbursts should immediately be squelched and that boys and girls should be told in no uncertain terms that they "just can't talk that way." In recent years, however, experts in the field of mental hygiene have questioned this approach and have suggested that making children constantly repress their honest feelings and emotions may actually be damaging to the building of emotional maturity. Talking things out with the child, encouraging him to express his resentments, and helping him face and cope with his emotions are said to be more constructive techniques to put into practice.

The whole problem of how to handle children's expressions of anger, resentment, aggression, and the like is one that might well be considered in a

group-study meeting with parents as well as in informal conversations with them. A provocative guide for such a discussion can be found in the article by Dr. Dorothy W. Baruch entitled "Helping Children Understand Why They Behave as They Do."¹ In this article Dr. Baruch analyzes the lacks, deprivations, pleasures, and frustrations that make children (and adults) feel as they do. She shows the importance of bringing these feelings to light and of knowing ways of handling them.

She points out that we can't dispel feelings merely by saying, "You mustn't say that" or "Shame on you for feeling that way!" Feelings just can't be disposed of that simply. They may be repressed or seemingly put out of sight, but they have a way of not staying "bottled up." They create anxiety and discomfort until—in an attempt to gain relief from their pressure—the person has to find a way of letting them out. Then the feelings generally come out disguised in behavior which is troublesome. The bully, the dawdler, the "show-off," the child who makes fun of or shows animosity to another may often indirectly be giving vent to pent-up feelings of hostility.

Dr. Baruch believes that, within reason, boys and girls should be encouraged to express their feelings honestly, mean or "shocking" though they may be. But, of course, children must learn that they can't go about frankly expressing their feelings to everybody. They must try to find and utilize a few persons who are truly understanding—a parent, a teacher, a Scout leader, or the like. She says, "The major qualification in regard to feelings, if cure is to come, is that they . . . must be poured out to a sympathetic and understanding person. . . . This is what always occurs: As a person lets out his troubles to another who remains sympathetic and loving, the ugly feelings lessen . . . When enough of them have come out, then the more social and positive feelings are able to function."²

When parents query, "But why focus on negative feelings? Aren't they the ones we want children to forget?" Dr. Baruch answers, "The negative feelings are the very ones we don't want children to lose sight of as long as they exist and are troublesome. Unless we help children keep these negative feelings in view, the feelings may slip into the realm of the un-get-at-able. Then, too, the happier feelings have a million places where they can be expressed a

¹ Baruch, Dorothy W. "Helping Children Understand Why They Behave as They Do." From the pamphlet *Children: How They Learn, Feel, and Grow*, published by the Association for Childhood Education, Washington, D. C.

² *Ibid.*

dozen times a day. There is no need to focus special attention on them—besides which they are not the feelings that cause trouble in the world.”¹

Of course, as Dr. Baruch emphasizes, boys and girls must learn that some kinds of actions are not permissible even though all kinds of feelings are. The child who slaps, kicks, trips, or otherwise “takes out” his mean feelings on others must be firmly stopped in these actions. He can be told, “No hitting like that, Jim. Find another way to show those mean feelings. Write about what you want to do instead.” These are other ways of helping children “get rid” of their feelings of resentment, anger, or the like: encourage the child to express his upset or angry feelings through drawing or painting, invite him to tell frankly what it is that bothers him, set up situations wherein he can dramatize things he’d like to do but can’t, encourage the use of such physical means of “letting off steam” as the punching bag.

But realize, as Dr. Baruch points out, that “while you can stop certain kinds of undesirable actions, you can’t and shouldn’t try to curtail the feelings behind them. You couldn’t banish the feelings even if you tried. What you would do would be to make the child hide them and hold them under until their outlets could be blind ones only, unseen and beyond control. As you are willing to let children be honest about the small feelings, they will become brave enough to be honest about the larger ones. As you accept the small daily fears and meannesses and inferiorities and hesitations, the children will build confidence enough in you to bring out some of the larger troubles that lie behind what they do. In the process they will learn to handle the various feelings inside them straightforwardly and without disguise and in a manner that creates no harm.”²

Safe Places to Play

AND

Playing Safely

READING AND DISCUSSION

Pages 20-21 . . . Mention that boys and girls of nine and ten years of age or thereabouts are frequently said to be “accident prone”—that is, they are apt to have many accidents. Comment, “Some of these accidents are caused by

¹ *Ibid.*

² *Ibid.*

carelessness and others are caused by lack of knowledge of good safety precautions." Then suggest that pupils silently read these two pages and study the accompanying pictures. Use the questions on the pages to serve as discussion guides. Expand the discussion by asking, "Which pictures show children who are being careless? Which ones show children who may be ignorant of some valuable safety precaution? What safety rules should these children follow?"

Because safety records show that nine- and ten-year-olds are frequently involved in bicycle accidents, special consideration should be given to the picture on page 21 which shows a dangerous method of bicycle riding. Enrich the discussion by having pupils suggest good safety precautions to keep in mind when they are bicycle riding. Point out that most communities have bicycle rules or a bicycle *code*, and ask for volunteers to check the local regulations on this matter. (Inquiries directed to the city hall or to the local safety commissioner will yield this information.) Meanwhile the bicycle safety code suggested in the following section, "Implications for Parent-Teacher Coöperation," might be discussed in detail.

Later, one pupil or a committee might be appointed to secure tests for bicyclists that the class might take. Paper-and-pencil tests and directions for a performance test can be obtained from the National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Since so many accidents to nine- and ten-year-olds are caused by improper use of bicycles, the teacher might perform a real service by making available to parents the local bicycle code, or if none exists, a code such as the one suggested below. The code might be embodied in a friendly letter to parents, such as the following.

Dear Parents:

As you know, a great many accidents to children occur through carelessness in bicycle riding. Often this carelessness is really caused by lack of knowledge of safety rules for bicycle riding. We have been discussing such rules at school, and we would appreciate your re-emphasizing them with your child at home if he owns a bicycle or habitually uses one belonging to a friend.

RULES FOR BICYCLE RIDERS

- (1) Keep on the right side of the street near the curb. Be very careful in passing parked automobiles.
- (2) Cross streets when automobiles do. Move with the green light.
- (3) Signal with your hand when you are going to turn.
- (4) Always ride alone on your bicycle.
- (5) Do not carry things in your hands. Use a basket on the handle bars.

(6) Always keep both hands on the handle bars except when you make a sign with one hand.

(7) Never hold on to moving automobiles or streetcars.

(8) Ride as much as possible on streets that have little traffic. Do not ride on sidewalks.

(9) Try not to ride after dark. Even bicycles with headlights and taillights are hard to see after dark.

By working together in matters like these, we may be able to lessen considerably accidents to our bicycle-riding children.

Sincerely yours,
Janet Bayley

Incidentally it might be mentioned that such informal letters as this one, sent home from time to time about matters of mutual interest to parents and teachers, often do much to cement friendly home-school relations. Brief communications, phrased and presented so that they can be read easily, are best.

Health Officers

READING AND DISCUSSION

Pages 22-24 . . . After children have silently read these pages, use the questions on pages 23 and 24 to guide the discussion. Later, boys and girls may be interested in drawing pictures of ways in which health officers serve a community. A committee might also be appointed to report on the work of health officers in the children's own town. Such information might be secured from parents. In addition, a letter might be sent to the local health department to ask about its duties. If feasible, some of the pupils might visit the local health department, talk with officials there, and later report the information gained.

Who Did It?

AND

How Fires Get Started

READING AND DISCUSSION

Pages 25-28 . . . Recall with children the threat hanging over the old gray house. Then say, "Something really did happen to the old house. Read this story and see what it was." Follow the silent reading by encouraging chil-

dren to describe in detail how the old house was fixed up and to speculate on why each of these repairs was necessary. In this connection they might compare the picture on page 27 with that on page 6. Mention that there was a fire hazard in the old house and see if pupils can explain what puzzled Ellen about the old rags. If they can't explain this, suggest that work-pages 29-30 will help them.

Next ask, "Why do you think this story is called 'Who Did It?'" This will lead into a discussion of the mystery about who really *did* order the changes in the old house. Children will also enjoy the joke on little Nancy, who actually thought Bill had carried out his threat, "I won't let them tear down the old house." At this point emphasize that Bill was a good sport in "owning up" that he had only been pretending all along and that he could claim no credit for saving the house. Also stress that when a person admits his own pretenses or shortcomings, it helps if others refrain from laughing or "rubbing it in" or saying "I told you so"—and if they indicate by their words or manner that they understand the temptation we all have now and then to "show off" or to make foolish boasts or threats.

Pages 29-30 . . . Follow the silent study of the material with a discussion based on the questions and pictures on each page. In connection with the discussion, pupils may be interested in knowing that the technical term for a fire that starts without anyone's setting the blaze is *spontaneous combustion*. Oily rags kept in an ill-ventilated place, for example, may cause such a fire.

Suggest that pupils check their own homes for fire hazards and be prepared to report the results at a subsequent discussion. (See the following section on "Implications for Parent-Teacher Coöperation" for a possible check list to be used.) Be sure to discuss with children all items on such a check list before they attempt to use or interpret it.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Whenever boys and girls are asked to take part in a home activity such as checking for fire hazards, it is a good plan to enlist parent coöperation. Any activity of this kind is sure to be enriched by parent participation—and the chances are much more likely that something will be done about any safety hazards that are discovered. Occasionally there are parents who are inclined to scoff at some activity which is strange to them, and which is school-suggested. Awareness of the reasons back of the activity often creates a more receptive attitude. Again a simple note, such as this one, might be sent home to parents.

Dear Parents:

We have been studying how fires at home may be caused through carelessness or lack of proper safety precautions. Now we have asked the children to make a simple survey at home to locate fire hazards if any exist. The children's survey will be more complete and more helpful to them—and possibly to you—if you will cooperate in carrying it out.

Following is the check list the children are using. If you have additions to make, feel free to add them to the list. Your suggestions will enrich the discussion we have at school later.

A CHECK LIST FOR FIRE HAZARDS

	Yes	No
1. Are the attic and the basement free from rubbish?	_____	_____
2. Are worn electric cords kept out of use until repaired?	_____	_____
3. Are oily rags and mopheads kept in metal boxes with tightly-fitting covers?	_____	_____
4. Are hot ashes and coals always kept in metal containers?	_____	_____
5. If kerosene and gasoline are used, are they stored outside the house in specially marked containers?	_____	_____
6. Are matches kept in metal boxes and away from children?	_____	_____
7. If there is an open fireplace, is there a screen in front of it?	_____	_____

Any help you can give your child in making his survey will be appreciated.

Sincerely yours,
Caroline Cole

Moving In



AND

How Do These Help Us?

READING AND DISCUSSION

Pages 31-33 . . . Use the picture on page 31 to stimulate speculation as to what will happen next at the "new gray house." Then have pupils read silently to learn of an interesting game Ellen and the others devised as they watched the movers at work.

Guide the ensuing discussion by eliciting comment about the kinds of equipment needed in a modern home to keep us clean and healthy. Then have various pupils read aloud the "poems" the children thought up about the different objects being moved into the house. Encourage suggestions of similar "poems."

As pupils enjoy and discuss Jack's poem and pictures (shown on page 33) invite additional suggestions that might be included in "quick checks" in the morning, before eating, and before going to bed to see if desirable health routines have been observed.

Page 34 . . . This work page is self-directing. Have pupils read it silently, and then use the questions as discussion guides. Later, pupils might work independently to create other "poems" about objects pictured on the page. Pictures or posters might also be made showing other equipment in a modern home that promotes health or safety.

Where Is the New Girl?

AND

Playing Outdoors

READING AND DISCUSSION

Pages 35-37 . . . Initial discussion may revolve around pupils' guesses as to the make-up of the new family that is moving into the gray house on Driftwood Lane. Expand the discussion to include a consideration of why new families add interest and zest to a neighborhood; e.g., they frequently contribute new playmates who, in turn, may have interesting pets, varied kinds of toys or games, and new ways of doing things. Mention that Bill, Ellen, and the others could hardly wait to learn more about their new neighbors. Then suggest that pupils read this story to see what Bill and the others found out.

Follow silent reading by conversation about "the mystery of Driftwood Lane." To keep the conversation moving along ask such questions as, "How many are in the new family? How did the children discover this fact? What seemed so very odd about the new girl? Where do *you* think the little girl can be? What makes you think so?"

To enrich children's ideas of how to welcome a new neighbor and make him or her feel "at home," ask, "Suppose the new girl suddenly came out of the house and into her yard. What do you think Ellen and Bill and the others should do then?" Elicit that the "old timers" on the lane might introduce themselves, might tell the new girl where they live and show her about the neighborhood, might ask her about where she came from and what things she likes to do for fun, and might invite her to join them in a game.

To help boys and girls learn to avoid the too common experience of just standing and looking at a stranger without being able to think of a thing to say, ask for volunteers to dramatize how the new girl might be greeted. Point

out that in talking to a stranger it helps to end your part of the conversation with a question. Thus the remark, "Hello, I'm Ellen Foster, and I live in the big white house next door. What's your name?" is preferable to "Hello, I'm Ellen Foster." Similarly, "Do you want to play hide-and-seek or some other game like that?" is more provocative of a response than "Let's play hide-and-seek or some other game." Help children come to realize that a newcomer is usually lonesome, a bit uncertain, and very much in need of a friendly welcome—and that it is always kind to try to provide friendliness and an invitation to become "one of the group."

Then turn attention to the health ideas implicit in the story by commenting, "Tom was worried about the new girl's health. Why? Was he correct in stating that lack of sunlight, fresh air, and exercise might make her ill? About how much outdoor play does every boy and girl need each day?" Allow considerable speculation about the latter question. Then suggest that pupils read page 38 to verify their opinions.

Page 38 . . . This work page is self-directing. After silent study, use the questions on the page to stimulate discussion. Later, boys and girls might enjoy drawing pictures or making posters that depict interesting ways to get exercise and have fun outdoors.

IMPLICATIONS FOR PARENT-TEACHER COOPERATION

Learning to do "the friendly thing in a friendly way" might be described as something that is "caught" and not taught. At any rate the teacher can do much by her own example to help boys and girls learn how to extend a cordial welcome to a newcomer in the group. She can greet a new child with genuine warmth, see that he is properly introduced to the class, mention something of interest about the town from which he has come, and see that one or more particularly friendly children in the class are appointed to take charge of him for a few days. This latter suggestion is most practical in providing the newcomer with an immediate "prop"—someone to guide him about and explain the customs, and above all, someone to talk to and play with. While these may seem like insignificant little actions, they are extremely important in giving a hesitant, uncertain child a feeling of "belonging" in his new environment.

The enrolling of a new child at school also presents a golden opportunity to establish friendly home-school relations. If the parent accompanies the child on his first day at the new school, the teacher should make every effort to

take a few minutes for a friendly conversation. Later she might follow up the advent of a new pupil with a home visit, a friendly note, or a telephone conversation which offers some pleasant remark about the child, explains something about the room mothers or the school parent-teacher group, or cordially invites the parents to visit school at any time (or at specified times when the teacher is available for conferences).

Often, if a well-organized group of room mothers exists, the teacher may suggest that one of the mothers call on the new parent and invite her to become an active member of the group.

The Lemonade Stand, How Germs Are Spread, AND Which Place Is Cleaner?

READING AND DISCUSSION

Pages 39-43 . . . Use the picture on page 39 to stimulate discussion about the children's own experiences with such enterprises as lemonade stands in the summer. Call attention to the equipment shown in the picture and ask, "Do you see anything unusual about the way Bill, Ellen, and Nancy are conducting their business?" Suggest that before the day was over the children had learned an important rule—one which all people who serve food should keep in mind. Suggest also that, as they read, boys and girls should watch for more clues about "the mystery of Driftwood Lane."

After the silent reading, ask pupils to tell what health precaution Bill and the others learned from Jack Williams and to describe what they did about it. The discussion may be expanded to include a consideration of how restaurants and other eating places wash their dishes. The teacher may need to point out the values of dishwashing machines in such places. (These machines permit the use of very hot water which helps kill germs—water too hot for human hands.) It might also be mentioned that health officers in a town often inspect restaurants to see that dishes are properly washed, preferably in clean, very hot or boiling water. Rinsing the dishes in clean water to which the chemical chlorine has been added is also required in some cities. Pupils might

also discuss the values of paper utensils at soda fountains and lunch counters. The safe way to wash dishes at home might next be considered; e.g., washing them in hot, soapy water and then rinsing them in a pan of very hot water or pouring boiling water over the dishes and silverware.

Then ask, "What makes you think Bill and Ellen were 'good sports' about taking Jack's criticism?" Pupils may cite as proof Ellen's query about what they ought to do to remedy the situation that Jack criticized and Bill's prompt assertion, "I'll get some more glasses right away." Children should contrast these attitudes with what might have happened had Bill and Ellen refused to take criticism; e.g., Bill and Ellen might have become angry, told Jack what they did was none of his business, etc. Stress that had they acted in such a negative manner, no improvement would have taken place. Lead children to see that it is well to learn to take criticism gracefully and whenever possible to *do something about it*.

Before leaving the story allow time for comment on Tom's speculation that lack of fresh air and sunshine had necessitated Dr. Williams' visit to the gray house—and on the information about the new girl that Jack volunteered. Ask, "Now what do you think Ellen and the others might do to make the new girl feel welcome on Driftwood Lane?"

Pages 44-46 . . . These work pages are self-directing. In the discussion that follows individual study of this material, clarify the idea that not all germs are harmful. Encourage boys and girls to suggest ways other than those pictured on pages 45 and 46 by which harmful germs might be spread.

Pages 47-48 . . . After silent study and class conversation about these work pages, help the pupils set up some standards that might be helpful in judging a food store or a restaurant from a sanitary standpoint. For example, some of the health standards set up for a restaurant might be: the restaurant itself should be clean; the workers should be dressed in clean uniforms; the eating utensils should be clean; the washrooms should be clean and places for the workers to wash should be available; in warm weather there should be screens to keep out flies; ordinarily the owner should be willing to allow his kitchen to be inspected by the diners. Attempts to make the restaurant more pleasant and quiet and thus contribute indirectly to the diner's sense of well-being and ultimately his digestion might also be emphasized; e.g., flowers on the table, soft music, pleasant use of color on the walls, display of paintings or other pictures on the walls, sound-absorbing ceilings.

The Mothers Make a Call

AND

The Safe Thing to Do

READING AND DISCUSSION

Pages 49-52 . . . Use the story title "The Mothers Make a Call" to arouse curiosity about this story. Have pupils speculate about which mothers are referred to, about whom they call on, and about why they make the call. Ask, "Do you think Bill, Ellen, Tom, and the others will go along?"

After silent reading, focus the initial discussion around the reasons why the mothers said, "No, not this time," when the children asked permission to go along on the visit. Then elicit that the new little girl didn't have a disease that was still *contagious*, and clarify the meaning of *contagious*. Explain that the new neighbor Susan was recovering from *infantile paralysis*, a disease that often leaves a patient's muscles weak and requires him to learn to walk all over again. Ask, "What were some things Mrs. Foster suggested that might help Susan get better?"

As pupils talk about the mothers' visit, help them come to understand that visits such as this one represent the kind and courteous thing to do when a new family moves into the neighborhood—that such visits provide an excellent means of helping a new family feel welcome and assured that they have friendly neighbors. Have pupils read aloud the portions of page 49 that indicate when such calls are preferably made. (When the new neighbors get settled.) Then ask why the mothers departed from this usual procedure.

Also point out that on such visits it is desirable to do as Mrs. Foster and Mrs. Hunt did—express friendly interest in the new neighbors but avoid "nosiness" or undue prying into their affairs. For example, the mothers were careful to avoid asking such direct and perhaps disturbing questions as, "Just what's the matter with your little girl anyway?" or "Do you think she'll *ever* get better?" Instead they let Mrs. White tell just what she chose to tell.

Page 53 . . . This is a self-directing work page. Follow silent study of it with class discussion. Pupils may be able to supplement the last question on the page by suggesting instances from their own experiences when it was or was not safe to visit a sick friend. If any of the children in the class have been

absent for a few days, pupils may well consider how these children might safely be reached—and suggestions might be made of ways of sending messages or planning visits to cheer them up or help them pass the time.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Often a prolonged illness of a pupil gives the teacher an opportunity to express personally and through her class a kindly interest in the child. For example, the teacher herself might telephone to inquire about the child, send an occasional note home to the boy or girl, send along a book that he might read or that his mother might read to him, and if the convalescence is a very long one, go to visit the child personally. Such interest is deeply appreciated by parents and often paves the way for cordial home-school relations in the future.

In addition, the children in the class might be encouraged to keep in touch with the absent classmate in a variety of ways. They, too, might send letters or postcards now and then. If visitors are permitted, a few of them at a time might occasionally go to call. Boys and girls also enjoy making something to send to a friend who is convalescing—a puzzle, scrapbook, or diary of what has been happening at school. Carrying out such activities not only helps bolster the ego of the sick child but also provides the pupils at school with invaluable experiences in "living kindly and courteously."

Here is an example of a spontaneous note one teacher sent, giving suggestions about how to make a child's convalescence more pleasant.

Dear Mrs. Hopkins:

We have missed Bill very much these past few weeks at school, and we are extremely sorry to hear that he will have to spend several more weeks convalescing. We wonder if any of the following suggestions might be helpful to him in passing the time?

You may already have a lap table. If not, you will find one invaluable. You might easily make one from a wooden box, with the ends and one side removed. Another convenience is a bag with pockets, that can be attached to the bed to hold crayons, scissors, or other things that he uses often.

He may like to try soap modeling or modeling with clay. A good modeling clay can be made at home. (*Mix 2 cups flour, 1 cup salt, 1 teaspoon powdered alum. Add enough water to make it easily handled and kneaded. Wrap it in a damp cloth to keep it moist. The clay might be colored with vegetable dyes.*)

To make his room interesting, cut out amusing and colorful pictures from old magazines and hang them all around on the walls, changing them frequently. Put beans and other seeds in jars with a small amount of water and place them where he may watch them sprout and grow. A small aquarium or goldfish will amuse him for long periods of time.

Provide him with a large pasteboard outline map of the U. S., and watch him fill in the states, cities, and characteristic things for each state, such as the Hollywood movie colony, the Iowa corn belt, Southern cotton fields.

Let him make a calendar. From a package of colored construction paper let him choose twelve sheets. Give him the hint that he can divide each sheet in half with a light pencil line that can be erased. The upper half will be for pictures and the lower half will be for the calendar frame. With a calendar to copy he may begin by printing with crayons the names of the months in large letters. He can mark off equal space for the days with a ruler, filling in the numbers with red or black. He will have his own ideas about picture selection. An extra sheet will make a cover on which the year will be marked. Punch holes in the finished calendar for a bright cord to hang it up.

If there is anything else we can do to make Bill's convalescence more pleasant, please don't hesitate to call on us. As soon as he may have visitors, some of us would like to come to see him.

Sincerely yours,
Catherine Allis

The Children Make a Call

READING AND DISCUSSION

Pages 54-58 . . . Before the silent reading, call attention to the story title and say, "Do you think Tom, Ann, and the others had fun when they went calling on Susan? What do you suppose they did to get ready for the visit? Read to see what happened on this first visit of the children to their new neighbor."

After the silent reading, discussion may first turn to children's own reactions to the visit. Ask, "Did the visit turn out as you had expected? Would you like to have been along on this visit? Why or why not? Do you think Ellen and the others will ever go back again to call? What makes you think as you do?"

Next turn attention to Susan White by commenting, "Would you like to have Susan for a friend?" Pupils will probably judge Susan harshly, and after they have expressed their frank opinions say, "Don't you think some allowances should be made for the way Susan acted?" Then see if children can cite some reasons why Susan shouldn't be condemned too harshly; e.g., she had been very ill, she still wasn't well, she probably envied Bill and Ellen and the others because they could go out and play and she couldn't. Emphasize that people who are ill or who have been ill and are recovering are frequently "not themselves" and often are cross or do annoying things. Pupils may cite examples of this from their own experiences in family living. Then point out that the children themselves, when ill, might try to avoid undue "crankiness"—and might try to make things pleasanter for their mothers, who are kept busier than usual by having to care for an invalid.

Boys and girls will enjoy describing the preparations Tom, Ann, and the others made before the visit. When they describe the basket of fruit, the doll, and the other gifts, be sure to point out that while gifts are one way of expressing thoughtfulness and friendliness, they are not the only way. Other ways are those of just making a visit, running an errand or doing a favor, writing a friendly note on a birthday or some special occasion, sharing a toy or favorite book. As Tom's worry of "what to do" when he saw Susan is mentioned, stress that when visiting someone who is sick—or when talking or playing with someone who is lame or otherwise handicapped—you should simply try to be natural.

In conclusion, pupils may have fun—and incidentally gain valuable skills in making conversation—by analyzing the children's conversation during their visit. Point out that while in Susan's case conversation might have been difficult to maintain, there *are* ways of promoting conversation that usually are successful. Thus Ann (page 56), instead of saying, "Here is some fruit, Susan," might have encouraged a response from Susan by asking her a question; e.g., "We brought you something, Susan. Do you like fruit?"

What Can the Children Do?

READING AND DISCUSSION

Pages 59-61 . . . Recall Mrs. White's remark to the children, "I am sure you can help Susan get well. Do come back again soon." Then say, "Do *you* think there is anything Ellen and the others might do to help Susan get well? If so, what?" Then suggest that little Nancy had a very good idea of how to help—and that her idea is revealed in the story "What Can the Children Do?"

Follow the silent reading with a discussion of Nancy's plan and the pupils' own ideas of why it might be a good one. In this connection, seize the opportunity to stress the fact that happy feelings can play an important part in promoting good health. Then make the comment, "At first Ellen and the others envied Susan and thought 'Why, she has everything.' But later they changed their minds. What caused them to change their minds?" Give pupils plenty of opportunity to explain in their own words the theme of this story—and the underlying theme of the entire book—"Material possessions are not everything in life. They are less important than a sound body and good health!" Because of its important message, this is a good story for children to reread aloud.

Doctor Williams Helps

AND

Foods You Need

READING AND DISCUSSION

Pages 62-64 . . . Review with pupils the problem facing Susan's neighbors—"We must find a way to make her laugh." Mention the fact that the children think Dr. Williams might help them. Then have them read this story to learn what helpful things the doctor tells them.

After the silent reading say, "Dr. Williams suggested a number of ways in which Susan might be helped. What were they? Why was each of these important to Susan? Are Dr. Williams' suggestions valuable only to Susan? What makes you think as you do?" When children mention that Doctor Williams didn't suggest *how* to make Susan laugh, call attention to Bill's statement at the bottom of page 64. See if anyone can guess what Bill's idea is, and comment that before long, his idea will be fully explained.

Pages 65-67 . . . Have one of the pupils read these pages aloud, including the chart on page 65. Then give pupils a few minutes of time for silent study of the chart, saying, "This chart is worth memorizing. It's a guide you can use all your life for planning and checking meals."

Next have the directions on page 66 read aloud. Be sure pupils understand what to do. Then give them time to plan a breakfast, lunch, and dinner as directed. An interesting way to do this would be to have them draw or cut out of magazines pictures of the items they want to include in each meal. Later take time to write on the board a number of the suggested menus and check with the class to see if they include all the "Basic Seven" foods.

The procedure of drawing foods or of cutting out pictures of them might be followed in carrying out the directions on page 67. This will probably occupy a subsequent class period. Avoid, however, any open, or "public," discussion of children's actual menus. Instead, encourage individual evaluation.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Obviously, in matters of good nutrition it is absolutely essential that the coöperation of parents be secured. In the neighborhoods where there are no

financial barriers to a family's planning and enjoying a well-balanced diet—each day, the teacher might merely send home mimeographed or hectographed copies of the chart on page 65 together with a friendly letter to the parents. Such a letter might explain that pupils have had this chart set up as a useful guide in evaluating their own diets—and might ask for parent coöperation in seeing that children are offered such a diet and are aided by parents in evaluating it.

Unfortunately there are neighborhoods—or individual families in neighborhoods—in which economic factors make impossible the assumption that a balanced diet is just a matter of education. In such instances, teachers and parents may often work together in ways like the following to help provide malnourished children with some of the foods they need.

One of the high-school teachers of home economics or an expert in nutrition from the local Red Cross chapter might conduct a study group for mothers, giving guidance in planning low-cost meals that are satisfactory from a nutrition standpoint.

Efforts might be directed toward seeing that poorly nourished children are provided with mid-morning "snacks" of milk, graham crackers, orange juice, or the like. Often service clubs in a community will aid in these efforts. And in many cases aid for school lunches can be obtained from federal or state funds for this purpose. Also, funds may be raised by parent groups.

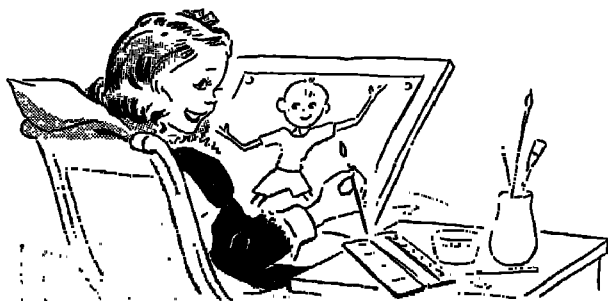
Susan Laughs

READING AND DISCUSSION

Pages 68-76 . . . Explain that this story reveals Bill's plan for making Susan laugh, and have children read the entire story "for fun" and to see what the plan was.

In the discussion following the silent reading, encourage children to tell in their own words what Bill's plan was, how it was carried out, and whether it was successful. Children will be delighted with the cartoon characters, Silly Sam and Smart Sue. Permit them to describe in detail their favorite pages from the "Book about Silly Sam" and to read these pages aloud. See if pupils can "put their finger on" the sources of humor in these cartoons; i.e., the constant portrayal of Sue as "knowing it all" and of Sam as "~~very, very silly~~" and the consistent way in which Sam misunderstands Sue's advice.

Lesson Plans
for
Unit Three
PAGES 77-138
The Girl Next Door



The Foster Family

"Next week we will all be back at school," says Bill. And his remark presages a busy season for the Fosters. Physical examinations and dental appointments are made, the casual morning routine becomes more businesslike, and safety precautions en route to school are reviewed for the especial benefit of little Nancy, who is about to venture forth to nursery school.

But underneath the busy preparations runs an undercurrent of concern. "Who will play with Susan, now an established friend and neighbor? What will she do when all the others are away at school?" These problems set the whole Foster family to devising potential hobbies for Susan. As the days go by, Bill and Ellen make special efforts to bring their friends to visit with Susan after school. They collaborate with Tom and Ann on another Silly Sam book for her. As the children persist in their efforts to keep Susan happy, they discover a valuable mental-hygiene concept: "Those who have the best time in life are the ones who find satisfaction in contributing to other people's pleasures."

CORRELATED ACTIVITIES FOR THE UNIT

The following activities are suggestive of the many that might be used to enrich the concepts presented in Unit Three.

A continuous safety program might be built around an "accident-reporting" system such as that described in the booklet MUCH TO DO ABOUT

SAFETY (published by the National Safety Council, 20 N. Wacker Drive, Chicago 6, Illinois). Under this system pupils keep a record each month of accidents they have had at school, at home, or on the playground. At the end of each month the accidents are summarized and studied. For example:

Accidents for the Month of December

School

Fell downstairs	1
Tripped in aisle.....	3

Home

Cut self with knife.....	1
Touched hot pan and burned self.....	2
Fell over skates left on floor in hall.....	3

A summary of the kinds of accidents might be posted on the bulletin board, and the different types of accidents might be illustrated. Methods of avoiding such accidents should be stressed in follow-up discussions.

To encourage the formation and the sharing of hobbies, Hobby Hours might be scheduled several times a month. At these times boys and girls might share some of their hobbies with others; e.g., children might bring in some of their favorite records to be played on the phonograph, little groups might be formed wherein various pupils instruct others in a favorite activity such as weaving, photography, finger painting. Stamp collections could be brought in; workbench tools might be demonstrated in use and through completed articles, etc. The teacher might also take time to give all the children an opportunity to experiment under direction with such activities as clay modeling, soap carving, drawing with charcoal and colored chalk, water-color painting, making and operating puppets.

Safety movies might be shown. Such movies may be obtained through the school or through state visual-aid departments or through the National Safety Council. (See the National Safety Council's Safety Education Memo Number 7, entitled "A Selected List of Visual Aids for Safety Education," for a description of current safety movies.)

If possible, and if such tests have not already been given, the teacher might arrange for the boys and girls in the class to have their eyes tested and to have their hearing tested with an audiometer.

INTRODUCING THE UNIT

Mention that several weeks have elapsed between the making of the Silly Sam book as described at the end of Unit Two and the beginning of Unit

Three—weeks in which Susan and the children on the lane have become good friends. Then say, "The summer vacation is almost over now, and soon the Foster children and the others on the lane will be back at school—all of them but Susan. She must wait until she learns to walk again." Point out that Bill and Ellen Foster begin to wonder what Susan will do with herself when her friends are away at school most of the day. See if pupils can suggest some things that might help Susan pass the time. Also mention that with the coming of September, Bill and Ellen and the other children are busy getting ready for school again. Then encourage discussion about typical activities required to get ready for school in the fall, e.g., having physical, dental, and eye examinations; looking over school shoes and clothing for necessary repairs; and shopping for new clothes.

A Hobby for Susan

READING AND DISCUSSION

Pages 78-81 . . . Suggest that pupils read this story to learn how the whole Foster family "put their heads together" to try to think of some good hobbies for Susan. Follow the silent reading with discussion about the hobbies suggested by each member of the family. Then ask "Why weren't any of these suggestions used by Susan?" As pupils comment that Susan thought of her own hobby, stress the gracious way in which Bill and Ellen dropped their own plans when it turned out that they weren't needed. Call attention to the hobby Susan chose herself, to the picture she was making (as shown on page 81), and to some of the reasons why painting was an especially suitable hobby for her. Also ask pupils to explain further Bill's statement, "It's the best kind of hobby, too. It's the kind you thought of all by yourself." Then use the story to stimulate discussion of the children's own special interests and hobbies.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

As pointed out on pages 29-30 of this guidebook, the hobbies of parents often provide a means of enriching the school curriculum and of bringing parents, teachers, and pupils into closer and more friendly contact. It should also be stressed with parents that the nine- and ten-year-old is gradually developing to the point where he will soon become exceedingly "group conscious." In a

few years (during preadolescence) it will often seem to parents that their child is so completely identified with a group and so guided by "what the others do" that he has lost his own individuality. Truly satisfying hobbies often help even the most group-conscious youngster to retain something of his own individuality. That is why every effort should be made to help boys and girls find hobbies that bring out their own special skills and abilities.

As one prominent worker with preadolescents puts it, "Capitalize on a child's interests and keep in mind the values of introducing activities *in a group* that can later serve as individual hobbies. For hobbies are invaluable in keeping the balance between being a member of a group and being an individual in one's own right. Fortunate is the child who is accepted by a group of his peers but who also has a hobby that gives him individual satisfaction."¹

What Happened to Nancy?

Dog Bites, AND

Going to See the Doctor

READING AND DISCUSSION

Pages 82-85 . . . Have pupils first read the story silently to find the answer to the question posed by the story title. After discussing the funny misunderstanding about Nancy's experience with the big dog, focus attention on the important safety message of the story by asking, "Why was Bill in such a hurry to get Nancy to the doctor? What did Dr. Williams say when Bill explained, 'We came as fast as we could'?" Because it stresses an exceedingly important safety concept, the story might be reread orally. Then pupils might be directed to read pages 86-87 to learn more about the importance of securing prompt attention for dog bites.

Pages 86-87 . . . After silent study of these pages, ask, "Why must we be careful about any cut that makes an opening in the skin? Why must we be especially careful about dog bites? If a dog bit you, what would you do? What are some ways of preventing dog bites?" (Such responses as the following might

¹ Jenkins, Gladys Gardner. From material presented in lectures on preadolescents sponsored by the Association for Family Living, Chicago.

be elicited: Avoid strange dogs, avoid teasing any dog, respect warning signs about dogs.) Following a discussion of the last paragraph on page 87, pupils may be interested in drawing posters setting forth precautions about dog bites.

Pages 88-89 . . . These pages clarify the usual procedure in a routine physical examination—weighing, measuring for height, examining teeth for cavities or other evidences of need for dental care, examining the nose and throat, examining the ears, listening to the heartbeat, scrutinizing posture, and testing for obvious visual defects by using a wall chart. After discussing the questions on page 88, encourage discussion of personal experiences with health examinations and comment on the importance of having such examinations at least once a year. Familiarity with what is involved will allay the worry of the child who has not yet had an examination.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Frequently teachers are appalled to discover how few pupils *do* have a thorough physical examination at least once a year. In some instances this situation can be remedied by a friendly letter sent home to parents urging that some time during the year the child be given such an examination. To some parents and in some communities, it would be well to give the parents an idea of what is involved. Unfamiliarity with procedures may cause parents to withhold consent. With the coöperation of the parents, the teacher, working through a mothers' group or the Parent-Teacher Association, may be able to arrange for all children to be given such an examination at desirable intervals by the school doctor or by local doctors who are willing to work with the schools.

A Surprise for Bill

AND

Good Health Habits

READING AND DISCUSSION

Pages 90-95 . . . A good way to introduce this story is to have someone read page 90 aloud and follow this reading with a discussion of the problem presented on this page, i.e., Bill naturally is a little slower than the others in

getting things done, and the family think they'll have to help him "speed up" a little if he is to get to school on time. Have the pupils finish reading the story silently to discover the helpful joke that was played on Bill—and a surprise that was planned for him, too.

In the subsequent discussion encourage boys and girls to talk over what is happening in the pictures on pages 91, 92, and 93 and to read aloud the "surprise notes" that they particularly enjoyed. They may even want to read the whole story aloud "just for fun." Be sure the ensuing discussion brings out the important mental-hygiene concept that no two of us are just alike in the way we look or feel or act or in the speed with which we perform various tasks—and that we shouldn't expect everyone to perform exactly as we do. Thus Bill's family made allowances for the fact that "it takes him a little longer." At the same time, however, his family realized—as we all must—that unnecessary dawdling can not only lessen one's efficiency but is often very annoying to others and may even cause others much inconvenience.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

In the story "A Surprise for Bill," there is a message for both parents and teachers. And the message is that "individuals vary considerably in the time they require for bathing, dressing, and other activities. Within reason such differences should be accepted as natural." Too often, however, the child who rarely gets his arithmetic paper finished at school, or who "takes forever" to perform a household task at home or who talks and thinks slowly, is scolded, ridiculed, or compared unfavorably with other children. Grown-ups would do well to give careful and understanding consideration to such children. Thus if a child has relatively poor coördination or if his mental reactions are consistently slow, he needs kindly treatment and assurance that he can usually have the time he needs to carry out his undertakings. Timed tests and other activities putting a premium upon speed of performance should be used sparingly to judge the true abilities or accomplishments of this child.

Of course, dawdling presents another problem. Frequently mothers complain to the teacher, "I just can't get Sue off to school in time. I remind her, scold her, warn her. Nothing helps." And teachers may similarly complain, "She just putters and barely gets anything under way by the time the others have finished." In these instances the adults in question may need to ask themselves, "Why does this child dawdle? Is it my fault in any way?"

Often such self-examination may reveal a too frequent habit of persistent reminding, warning, or nagging. Another common result of prodding children persistently is to build up an unconscious balkiness in them. Indeed a vicious circle may be built up. The adult nags, the child balks, and the adult is tempted to prod even more vigorously. Relief from constant nagging will sometimes in itself bring about an improvement in dawdling. So will the procedure of letting a child learn to take the consequences of his actions. Thus it may be desirable for a parent quietly to let a child be late to school several days rather than to get him there on time by constant pushing and prodding. It may be effective for a teacher to allow a child's dawdling to result in his "missing out" on some attractive activity because he wasn't ready to participate when the others were.

It may also be comforting both to teachers and mothers to know that during the preadolescent years (from about 9 to 14) some dawdling now and then is characteristic behavior in almost every child. (See material about characteristics of the preadolescent on pages 11-16 of this guidebook.)

Saturday at the Fosters

AND

Clean Homes

READING AND DISCUSSION

Pages 96-101 . . . Use the picture on page 96 to stimulate discussion about the kinds of activities being carried on during the Saturday referred to in the story title. Suggest that pupils read the story to learn what the others in the Foster family were doing that Saturday.

After silent reading, have pupils first describe Ellen's behavior and then give their answers to the question at the bottom of page 99. Ask, "Does Ellen's behavior remind you of your own at any time recently?" Children may be secretly relieved to learn that others, too, are sometimes more helpful to neighbors or friends than they are to their own families. They may be interested to learn that, without really realizing why they act as they do, they may be "paying back" their parents for scoldings, punishments, etc. However, the story they have just read will help them see through the eyes of others how unfair such behavior may be—and will help them come to realize that "helpfulness is a highly desirable trait, but it might well be practiced at home, too."

Then have pupils tell how each of the others in the Foster family was helping that Saturday morning. Ask, "Which of these activities were most important from the health standpoint? What makes you think so?" Stress the reasons for keeping especially clean the places where food or cooking utensils are stored.

Off to School

AND

Safety Rules

Pages 102-104 . . . Use the picture on page 102 to initiate interest in this story in which all the children except Susan start off for the first day at school. Call attention to little Nancy, who is going to nursery school, and say, "Bill and the others want to be very sure that Nancy knows the safety rules that will protect her as she goes to and from school. Read the story and see what these rules were—and to find out the funny joke on Nancy, too."

Follow silent reading with a discussion of Nancy's funny mistake about "the Patrol boy." An older child may scoffingly call Nancy "dumb." Point out that very little children need time to learn what older ones have experienced often. Have pupils list the safety rules Nancy learned and tell why each is important. Enlarge the discussion to include safety suggestions for the following situations: (a) when there is a policeman or patrol boy on duty at the corner, (b) when there is a traffic light, and (c) when there is no policeman, patrol boy, or traffic light. Also discuss with pupils the functions of their school safety patrol in helping keep them safe. Later, if possible, a member of the safety patrol in the children's own school might be asked to talk to the class, stressing important safety precautions that need further attention. Sometimes a friendly member of the Police Force talks easily and convincingly to children about safety, with good effect.

Pages 104-106 . . . These work pages on safety are self-directing. Follow silent study with ample class discussion. In addition to commenting on the "wrong" actions pictured on page 106, pupils might be asked to dramatize the correct behavior in each instance. These pages provide good motivation for setting up the "accident-reporting" system described under "Correlated Activities" on pages 52-53 of this guidebook.

Fun for Everyone

AND

Which Should You Say?

READING AND DISCUSSION

Pages 107-109 . . . Ask pupils to read this story first to find the answer to these questions, which may be placed on the blackboard:

How did Ann make the strangers, Jill and Johnnie, feel more comfortable when they first saw Susan?

Why wasn't hide-and-seek such a good game for Susan?

Why didn't the children go indoors to play?

Why do you think this story is called "Fun for Everyone"?

Have pupils read aloud the parts of the story that reinforce points they make as they talk over the questions listed above. Then say, "This story gives you some good ideas about the way sick or lame or other handicapped persons want to be treated. What are some of these ways?" In the discussion bring out, if pupils don't, the ideas that sick or handicapped persons do not want to be pitied, that they want to be treated "just like everybody else," and that unkind remarks should be avoided.

Help establish the idea that a handicap need not always be ignored. Sometimes friendly words of explanation like Bill's remark, "Susan has been sick, and her legs aren't very strong," may be comforting. On the other hand, thoughtless remarks like Jill's—remarks that make a person feel he is "different," that he may not get any better, or that he can't do what others do—are unkind and should be avoided. This concept may be further strengthened by having pupils dramatize the actions and remarks on pages 107 and 108, supplying more kindly remarks in place of Jill's rather rude comments. Children may also dramatize the simple procedure of introducing a stranger to others in a group, using the conversation on page 107 as a model. In such introductions, children should be told that it is courteous to say the girl's name first.

Pages 110-111 . . . Follow silent study of these pages with class discussion. Later, pupils might enjoy making cartoons of their own that show the better thing to say in such instances as: meeting for the first time a boy with a large red birthmark on his face, talking to a child who is somewhat hard of hearing, greeting a child who is making his first appearance in glasses, meeting a girl who has just had braces put on her teeth.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

How to handle the handicapped child—the child who is deformed, who has poor eyesight, who stutters, who is mentally slow, who has a disfiguring birthmark—is a problem that often plagues teachers as well as parents. The best advice is *treat him naturally. Give him many opportunities to play with others in so far as he is able; and above all, give him the security that comes from knowing that you like him, and that you enjoy him just as he is.*

In a classroom the handicapped child wants and should have the opportunity to "do what the others do" whenever possible. In addition, he may need a seat in the front row, or special coaching from a speech-correction expert, or some other specialized help. Such aid should be provided—but with a minimum of fuss and a complete absence of the "you-poor-child" kind of sympathy.

In discussions with parents, the teacher might point out that at home the handicapped child should not be unduly sheltered or pitied or fussed over. Generally speaking, the handicapped child will not become self-conscious, unhappy, or ashamed *unless* the attitude of his parents and his family makes him so. Thus the important factors really involve the family's making every attempt to keep from feeling unhappy or worried or ashamed about the child's defect, avoiding implications that they wish he were "different," avoiding the tendency to overprotect him or shield him from normal contacts with others his age. Dr. Benjamin Spock points out in *The Pocket Book of Baby and Child Care* that if parents act as if they consider the child normal, let him go places like anyone else, and don't worry about stares and whispered remarks—then the child gets the idea that he is a "regular guy" and thinks little of his peculiarity. It is true that the child with a noticeable defect will encounter the stares and pointing and whispered remarks of thoughtless people, but he has to get used to them; and the younger he is, the easier it will be for him.

Ellen Finds Out

READING AND DISCUSSION

Pages 112-117 . . . This story may be more effective if children are allowed to discover for themselves its essential message, i.e., "If we can put ourselves in the other fellow's shoes—and become more sensitive to other people's feelings—we aren't so likely to say or do unkind things."

After silent reading encourage children to explain in their own words what it was that Ellen found out. The story might next be reread aloud to heighten its effect. Then the teacher might remark, "Perhaps at some time your feelings have been hurt as Gertie's were. Do you want to tell about it?" Natural conversation based on this question will help those who have been offended by letting them "get it off their chests." At the same time the discussion will give the listeners further insight into how others feel when slighted or ridiculed or hurt in some other way.

Next expand the discussion by asking, "Do you think Ellen and the others really knew Gertie very well? What makes you think as you do? Were they judging her by the kind of person she was or by the way she looked? Is it fair to judge a person by his appearance alone? Can you think of a time when you have done that and have later changed your mind after knowing the person?" During this discussion—and whenever else a situation arises in which children ridicule a person or a custom that seems odd or "different" to them—the teacher should strive to make it clear that for a person to be different does not imply that he is better or worse than others. Indeed, the time when pupils describe the "funny" way someone else behaves is just the time to stress that *their* ways may seem funny to others—and that life is made more interesting because people do differ from one another. These very differences enrich our lives with variety in such things as music, science, art, and literature.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Parents, and teachers too, have a key rôle in influencing children's social attitudes and in subtly building attitudes of friendliness, tolerance, and good will. In talking over this matter with parents from time to time, the following viewpoints might well be emphasized: "Little children have no dislike for other children who happen to come from homes with different incomes, with different customs. They feel no distaste for a difference in color or in religion or in race. The acceptance of a child in terms of his own worth as a playmate is practiced by children.

"That is, it is practiced until parents begin to comment on how queer, how peculiar, how unwelcome, how unacceptable the varied factors may be to them. This reaction is soon absorbed by their children, for not only do children tend to imitate their parents' ways of speech and gesture, but they also tend to imitate their attitudes and prejudices.

"If parents reject neighbors because they go to a different church or to no church at all, the children of the families concerned soon develop similar ideas. If grown-ups find ways which are foreign to them intolerable, their children will find these ways hard to accept. Rejection and ridicule and unfriendliness grow into monstrous things. The democratic way of life needs an example of truly democratic living practiced daily by their parents, if children are to live it."¹ And of course it goes without saying that the classroom itself should set a similar example of democratic living. Helping children learn tolerance is a very real school task. It is best learned when practiced early.

There is a significant way in which both parents and teachers can help boys and girls become acquainted with others who are "different" from themselves, and to learn acceptance of differences. That is to read aloud or make available for independent reading such fascinating and true-to-life books as the following:

Judy's Journey by Lois Lenski. J. B. Lippincott Company.

The Hundred Dresses by Eleanor Estes. Harcourt, Brace and Company.

Melindy's Medal by Georgene Faulkner and John Becker. Julian Messner.

My Dog Rinty by Ellen Tarry and Marie Hall Ets. Viking.

Told Under the Stars and Stripes, collected by the Association for Childhood Education.

The Mystery Club, Taking Care of Your Teeth. AND More About Your Teeth

READING AND DISCUSSION

Pages 118-121 . . . Use the title to incite interest about what "a mystery club" might be. Then follow silent reading with a discussion of what the club was, who could join, and how the club was started. As a guide to the initial discussion, have pupils explain what the pictures on pages 119, 120, and 121 show. Also have various pupils read aloud the suggestions that Father and Grandfather gave Ellen to help her become reconciled to wearing the braces. Then ask, "Have you ever felt the way Ellen did about wearing braces or about wearing glasses, or about something else you thought very unpleasant? What are some

¹ Shacter, Helen. *The New Wonder World* (chapter entitled "The Children Down the Block"). Chicago: George L. Shuman and Company.

things you can do at times like these that may make you feel better?" (In this connection, elicit such responses as "Remember that you are not the only one who has this trouble," "Try to remember that the braces (or the glasses, etc.) are really going to help," and "Decide it's something that has to be done and try to make the best of it.")

To stress further the important mental-hygiene concept of *learning to face difficulties squarely*, cite the following instances to pupils and use the accompanying questions to elicit their opinions:

A boy named George moved to a new school. At his former school he had always sat near the teacher's desk because he was a little hard of hearing. When he came to the new school he decided, "I won't tell anybody that my hearing isn't very good. I don't want anybody to know about it."

Do you think George made a wise decision? Why or why not?

A girl named Helen felt very bad when she learned that she needed to wear glasses for a while. "I don't see why this had to happen to me," she kept thinking. "I hate these old glasses, and I'm not going to wear them except when my mother or the teacher makes me!"

What suggestions could you give Helen that might make her feel better about the glasses?

Helen's father said, "The best thing to do is to face the fact that you *have* to wear the glasses for a few years, Helen. It's better to do that than keep on grumbling about them. The grumbling doesn't change things."

What do you think of this advice?

Pages 122-125 . . . These work pages are self-directing. After silent study, allow for ample discussion of the questions and the charts on page 124. If possible, provide a new, inexpensive toothbrush and have one pupil demonstrate the correct way to brush the teeth. The desirability of dental floss rather than toothpicks to clean teeth should also be stressed. At this point it might be mentioned that some dentists advise eating an apple each night before going to bed. The acid tartness of the apple causes the salivary glands in the mouth to produce a kind of saliva (alkaline) that flows around the teeth and helps protect them from decay during the night.

During the discussion, especial attention should be directed to the sixth-year molars. These are among the first of the permanent teeth to come in. They are important because they help give shape to the lower part of the face, they hold the spaces in the upper and lower jaws the right distance apart while the other permanent teeth are coming in, and they do the heavy work of chewing when the baby molars begin to fall out. Every attempt should be made to preserve these teeth—and filling them is decidedly worth while.

Pages 126-128 . . . Following careful study of these pages, pupils might make some charts or posters explaining why baby teeth should be given

good care, why teeth come in crooked, why a dentist should be consulted if teeth do come in crooked, and why second teeth must be well cared for.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

The stories entitled "Ellen Finds Out" and "A Mystery Club" bring to mind the unfortunate fact that many children, like Ellen, find themselves for one reason or another rejected by their classmates. Unlike Ellen, some of these children are unable to form themselves into groups or clubs of one sort or another. They are alone and unwanted by any group.

Often the busy teacher is unaware that some children in her class are desperately lonely, are not accepted by other children either as social companions or as co-workers. These children, unless given individual and understanding help, are likely to withdraw further into themselves and become more shy and timid. Others may become rebellious and resentful, and as they grow older, evidence in nonsocial ways their frustration at the lack of friends. Indeed none of us can be entirely happy or well adjusted if we feel we are not wanted by our associates and if we lack satisfying companionship.

The following little quiz may serve quickly and effectively to draw to the teacher's attention the few children in the class who are socially unacceptable to their classmates. Tell pupils you are giving them this little quiz so that you will know better who their friends are. Explain that other children will never see this list but that the knowledge will help you make committee assignments and the like. Write the quiz on the blackboard and have children copy it or distribute duplicate copies.

"Who Would It Be?"¹

(Answer with the names of your classmates.)

1. If your mother said you could invite a friend for dinner and the movies on Friday, who would it be? _____
2. If this child couldn't come, whom would you ask? _____
3. Suppose the second person couldn't come, whom would you ask?

4. Suppose you needed help with your arithmetic and the teacher told you to ask a friend for help, whom would you ask? _____
5. If you were working on a science exhibit, whom would you want to help you? _____
6. Write here the name of the boy who you think gets along best with his classmates. _____
7. Write here the name of the girl in the class who you think gets along best with her classmates. _____

¹ This quiz is modeled after those suggested in *Human Relations in the Classroom*, prepared and published by the Delaware State Society for Mental Hygiene, Wilmington, Delaware.

The results of this quiz may be tabulated in less than an hour by using a form similar to the following—a form that will show at a glance existing friendships and those students who have no class ties at all. Notice how Joe Anderson, the only child whose votes are tabulated below, voted. He chose Bill Carson twice, Eli Dubinsky twice, Tim Hall once, Elbert Thomas once, and Betty Allen once. When the chart is complete, a glance at the vertical columns will show which children have received no votes at all.

Voters' Names (Listed alphabetically— boys first)	For Whom								
	1	2	3	4	5	6	7	8	9
1. Anderson, Joe		x x	x x	x			x		x
2. Carson, Bill									
3. Dubinsky, Eli									
4. Hall, Tim									
5. Kovach, Sam									
6. Putnam, Frank									
7. Thomas, Elbert									
8. Zilliaco, Joe									
9. Allen, Betty									

Once the teacher discovers which children in the class are socially unacceptable to others, she can plan ways of helping the individuals in this overlooked group. *This is truly essential*, since many psychiatrists feel that the majority of those who later become emotionally unstable or who later become delinquent were originally members of the socially unacceptable group that is turned out from our schools every year.

Children in the unaccepted group should be studied individually, if possible, to discover their special interests or abilities. Later these talents can tactfully be brought to the attention of the class—and thus prestige and often new friendships are built for the child. Similarly, parents can be advised of the desirability of helping the child develop some skill that is admired by his group and will make him acceptable to it.

Definite responsibilities should be given to the shy, withdrawn children. And when they discharge their duties well, they should be given praise in front of the class. Their rejection often decreases, at least a little, with such notice before the group. Their egos are helped a great deal.

The teacher may often find it successful to reseat the children after noting the results of the friendship quiz. By seating a timid child near a popular, friendly one and enlisting the latter's coöperation, she may help establish a desirable friendship. By teaming up the unacceptable children with the very popular ones in various group activities, she may also be of assistance.

The Mothers Go to School

AND

Food for the Teeth

READING AND DISCUSSION

Pages 129-131 . . . Put the following questions on the blackboard to serve as guides for discussion after pupils have read to see why the mothers went to school:

Why did Mrs. Foster and the other mothers go to school?

What makes you think the mothers were working hard at school?

Why do you think it is important that mothers know the kinds of foods their families need each day?

What are the kinds of foods included in each group in the chart shown in the picture on page 131? If you don't remember, look back at page 65.

Do your mother and father ever come to school? For what reasons do they come? Have you told them how you feel about their coming?

Why do you think it is a good idea for your teacher and your parents to know each other?

Pages 132-134 . . . These work pages are self-directing. Be sure to follow silent study with ample discussion of the questions and pictures.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

As a helpful service to parents, the teacher might write to the Office of Information, U. S. Department of Agriculture, and secure enough charts showing the Basic Seven foods to distribute to all members of the class. Pupils might be encouraged to take these charts home, to discuss them with their parents, and to inaugurate family check-ups to see if these important foods are usually included in the daily diet.

A Big Day for Susan

READING AND DISCUSSION

Pages 135-138 . . . Recall the major problem that perplexed the Fosters at the beginning of this unit, i.e., how Susan would get along when her friends went back to school. Suggest that this story tells one good way the problem was going to be solved.

After silent reading ask, "For what reasons was this Saturday 'a big day' for Susan?" Next have pupils tell why another Silly Sam book was made. Also have them read aloud and comment on the two sample pages from it. See if the children can suggest other cartoons that *they* might have included if they had been making the book.

Finally turn attention to Ellen's remark at the bottom of page 138. Make the comment that those who have the best time in life are the ones who can enjoy and contribute to the pleasures and good fortune of others as well as their own. Then ask, "What times can you think of when *you* got pleasure from the happiness or good luck that some other person was having?"

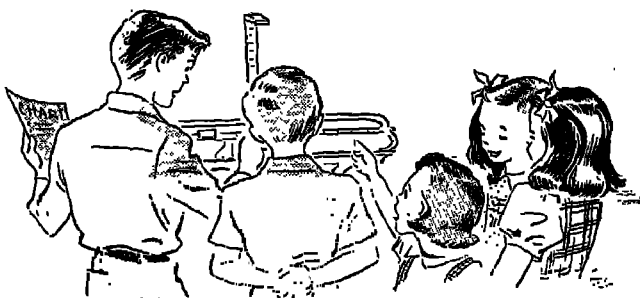
Finally present the following situations and ask pupils, "What advice would you give Thelma that might make her change her unhappy thoughts to more pleasant ones? What advice would you give Bob?"

Thelma watched her sister Sue open the big birthday box from Aunt Louise. Inside was a pretty red blouse! Thelma thought, "That blouse would be prettier on me. I don't see why Aunt Louise had to send it to Sue."

Bob heard his big brother Lawrence tell about the trip his class was going to take to the art museum. "Lawrence always has all the fun," Bob thought. "My class never does anything like that. I bet Lawrence will think he's awfully smart after he takes a trip like that. But I'll fool him. I won't even listen to him when he tells about it afterwards."

(Note—If the pupils don't make these points, the teacher might bring them out in the discussion: (1) all of us now and then may envy the good fortune of others, (2) we can usually change our unpleasant thoughts by remembering the times when we, too, have had similar good fortune, (3) instead of "taking out" our unpleasant feelings on the other person, who isn't really responsible anyway, we can try to put ourselves in his shoes and imagine how pleased he is. Or we can encourage him to talk about his experiences and to share them with us so fully that soon we almost feel as if we have experienced them, too.)

Lesson Plans
for
Unit Four
PAGES 139-198
The Girl Next Door



The Doctor's Family

"That boy and his experiments!" exclaims Mrs. Valentine, the kindly housekeeper for Dr. Williams and his son Jack. Certainly twelve-year-old Jack's experiments *are* numerous enough to excite considerable comment. And the experiments are also interesting enough to stimulate the curiosity and ultimately enlarge the knowledge of the younger children on the lane. From the experiments, the children develop new insight about what constitutes desirable weight gains and about the effect of lack of sleep on the disposition. They also learn more about the care of their eyes and ears and find satisfying answers to the query, "What is inside me?" The children's horizons expand to include a consideration of the need for buying clothes wisely, as well as for wearing clothes suitable to the weather and occasion. Even when an experiment produces surprising results, Jack and his friends philosophize, "It was a good experiment, anyway. We found out something we didn't know before. And that's what an experiment is for!"

CORRELATED ACTIVITIES FOR THE UNIT

The following activities, together with others that the teacher or pupils themselves suggest, may be used to enrich the study of this unit.

After reading the material on pages 140-145, pupils may make and keep personal height and weight records. Somewhere on the record, however,

there should be an explanation of the fact that although weight gains may not occur for a short time, some gain over a fairly long period of time is desirable.

In connection with the material on pages 150-154, boys and girls may enjoy making a series of "THIS—NOT THIS" cartoons depicting incorrect vs. correct ways of taking care of the eyes.

Following the use of materials on pages 185-193, a bulletin-board display might be made of tags and labels that boys and girls collect from new clothing their families have purchased—labels giving information about the kind of material in the clothing, methods of washing, cautions about ironing, data about whether or not the fabric is preshrunk.

Boys and girls, after reading the sample Silly Sam cartoons on pages 195-197, may think up additional humorous but pointed suggestions about ways of preventing colds and of caring for colds.

INTRODUCING THE UNIT

Use the title picture on page 139 to initiate a discussion about the make-up of Dr. Williams' family, i.e., the doctor, his twelve-year-old son Jack, and Mrs. Valentine, the housekeeper who has been in charge of the household since Jack's mother died. The pupils may already have formed some opinions of Dr. Williams such as "He likes children," "He always has time to talk and explain things." They may gain some idea of Mrs. Valentine's special accomplishments by looking at the pictures on pages 85 and 158. This information about the doctor's family may be supplemented by mentioning that Jack has ambitions to be a doctor like his father someday and that already he spends much time with experiments of one sort or another.

Jack and His Experiment

AND

Your Height and Weight

READING AND DISCUSSION

Pages 140-143 . . . Call attention to the title and then say, "In this experiment Jack learned something he didn't know before, and so did the other children on the lane. Read and see what it was that they all found out."

Follow silent reading by asking, "What did Jack and the others find out? What did *you* find out that you didn't know before?" Encourage pupils to read aloud parts of the text that reinforce the comments they are making, or have the entire story reread for emphasis. During the discussion, the teacher should find opportunity to stress the fact that every one of us is different from any other person—and that if we have a good daily diet and get plenty of sleep and exercise, we will usually make the gains in weight that are right for us. She should also point out that it is not unusual for a boy or girl of nine or ten years of age to go for a rather long period of time without making much (if any) gain in weight. (See comments below under "Implications for Parent-Teacher Cooperation" for amplification of this material on weight gains.)

Pages 144-145 . . . Lead from the discussion of pages 140-143 into study of these self-directing work pages. Be sure to follow silent reading of the pages with class discussion, for this material expands and reemphasizes concepts that were touched upon in "Jack and His Experiment."

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

In recent years our ideas about weight gains and what constitutes "correct weight" have undergone some modification. For this reason it is essential that both teachers and parents should be fully acquainted with the following viewpoints. Full understanding of these viewpoints—and adult action in accordance with them—will often relieve children's tensions and spare them unnecessary anxiety about why they don't make the same gains that friends their own age are making.

There is no one *exact* weight that is normal for every child of a given height and age. Children of the same age and height frequently differ considerably in their weights.

Emphasis in the home and school should be upon healthful living rather than upon comparing weights, worrying about weight gains, etc. Everything that helps children to be strong and healthy helps them to grow properly. In short, attention should be placed upon seeing that children get adequate sleep and rest, well-balanced meals, and plenty of exercise and outdoor play. If this regime is followed—and if no severe glandular or emotional problems exist—the weight gains will usually take care of themselves.

It is quite common for boys and girls about 9 to 10 years of age to be on "plateaus" for a while—plateaus during which they make little if any gain in weight. Thus any weight records that are kept should be kept for a long period of time—and some gain over each long period of time, rather than regular weight gains during short intervals, should be watched for.

Since *a very few girls* known as "early maturers" may be in the fourth grade, parents and teachers should be familiar with the signs of approaching maturity. First there may be a height spurt, which may occur any time from age 8 to 14 in girls. Then there may be a weight spurt during which time the girl may gain 10

to 20 pounds in one year! The greatest gain in weight usually occurs about three months before the girl matures. Girls who make these rather sudden and startling gains in height and weight should be told that such changes are perfectly normal and occur sooner or later in most boys and girls as they grow up. Physiological functioning which accompanies physical maturation should be noted matter-of-factly.

Extreme underweight or extreme overweight in a child is a signal that the help of a doctor is needed. A complete physical examination may reveal the causes of the underweight or overweight condition. The child who overeats should also be given sympathetic consideration to help determine how happy and satisfying his life is in general, for there is some evidence pointing to the fact that either consistent or spasmodic overeating may have an emotional foundation.

"Doctor Jack," Your Eyes,

AND

Taking Care of Your Eyes

READING AND DISCUSSION

Pages 146-149 . . . See if pupils can guess what is happening in the picture on page 146. Then ask, "Why would a person be likely to get something in his eye on a day like this?" Call attention to the title "Doctor Jack" and suggest that boys and girls read to learn why Jack was given this title.

After silent reading, discuss the aptness of the story title. Then have the final paragraph on page 149 read aloud. Ask children to explain the statements "Our eyes are pretty smart" and " 'Doctor Jack' is smart, too."

Pages 150-151 . . . Mention the fact that these pages tell many interesting things about the eyes. First have pupils study the text silently. Follow this with a discussion of all the new information they have gained. During this discussion be sure that questions raised in the text are satisfactorily answered and that boys and girls can locate in the diagram on page 150 such parts of the eye as the eyeball, the iris, the pupil, the eyebrows, and the eyelashes.

Pages 152-154 . . . Following silent study and class discussion based on these work pages, pupils might formulate material for two charts—one labeled "How Our Eyes Help Protect Themselves" and the other "How We Can Help Take Care of Our Eyes."

(Note—Some signs of possible eye trouble the teacher should watch for are the child's turning his head to one side when reading, squinting and frowning, holding book too far from or too close to eyes, closing one eye, having inflamed eyes following reading, showing irritability after reading, consistently miscalling words that look similar, rubbing eyes frequently. Headaches might also be a clue.)

How Your Body Helps Itself

READING AND DISCUSSION

Pages 155-157 . . . Make the comment, "You have learned how your eyes help protect themselves. Now can you mention ways that other parts of your body have of protecting themselves?" If pupils make any interesting suggestions, write them on the blackboard and state that perhaps the material on pages 155-157 will verify them. Then have this material studied in page-by-page fashion. For example, have pupils read page 155 silently and follow this with class discussion of the new information given and of the questions raised.

In connection with the final question on page 157, boys and girls may mention, or the teacher may suggest, these additional ways the body has of taking care of itself: the fingernails and toenails help protect the ends of fingers and toes from injuries; the skin serves as a protective cover to help keep dirt from getting inside the body; the ear has wax in it to keep insects from crawling into the inner ear; the skin often hardens into a callus to help protect the skin on the index finger and on the bottom of the foot from habitual rubbing; there are nerves in the skin that warn us when the things we touch are too hot or too cold; our sense of smell warns us of such dangers as fire and escaping gas.

What Nancy Learned

AND

How You Look Inside

READING AND DISCUSSION

Pages 158-161 . . . Build background for this story by asking, "Would you like to have Mrs. Valentine for a neighbor? What are some of the kind things she does for the children on the lane?" Then call attention to the picture on page 158 and invite comment about it. Jack's courtesy in helping seat Susan, the correct table setting, and the obvious good humor of the group (which will inevitably aid digestion!) might be noted in passing. Say, "One Saturday Mrs. Valentine had a surprise for Nancy. You can see it in the picture. What do you think it is? (A rag doll.) Now read and see what Nancy learned about the rag doll—and about other things, too."

After silent reading, invite comment on what Nancy learned about the doll and about her body, too. Ask, "What did *you* learn about your own body? How does your skeleton help you? What makes you think Nancy learned more than Ellen thought she had learned?"

Pages 162-165 . . . Suggest that there are other interesting things inside the body besides the skeleton, and see if pupils can mention what some of these inner parts are. Also, before using this material, invite pupils to raise any questions they may have about how they look inside. A good way to handle these work pages would be to have each page read silently first, then read orally, and finally discussed fully. Full use should be made of the illustrative diagrams.

(Note—If there is any question about why the kidneys are not shown in the diagram on page 164, explain that these organs are not visible in this particular view of the body. The kidneys are found high up, under the lower ribs, and behind some of the organs pictured here. They collect the waste liquids the body cannot use and send the liquid to the bladder. The bladder stores the waste liquid, or urine, until there is a sufficient quantity to be emptied.)

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

The materials on pages 162-165 represent one of many attempts in *The Girl Next Door* and subsequent books in the series to help boys and girls feel that the human body is exceedingly interesting and that everything about it is wholesome and "respectable." Teachers can encourage this approach by accepting without embarrassment or any indication of mystery the variety of questions boys and girls may possibly ask about their own bodies. Children copy adult emotional reactions with remarkable accuracy. Among the emotions we don't want them to copy are those of fear, shame, guilt, or mystery in connection with the body, and most especially in connection with matters of sex. Many adults, because of their own childhood experiences, become ill at ease and somewhat embarrassed when children question sexual functioning and development. If such is the case, and if questions are raised about sex in the classroom—questions that parents usually prefer to answer—the teacher may naturally and pleasantly state, "That is a question your parents usually like to answer themselves. Be sure to ask them about it." However, most of the questions that pupils will raise can be answered in the classroom simply and in a matter-of-fact fashion. And this is probably much more desirable than to refer a question to another time and place. It simply serves to create wonder about why the teacher answers all questions but those referring to sex, and thus may give rise to precisely the reaction we should try to avoid, that there is something mysterious and off-color here.

Since "What shall we say when our children ask about sex?" and "When shall we tell our children the facts of life?" are questions parents frequently raised in study or discussion groups, the teacher should be prepared to offer help in this matter. A pamphlet that will be particularly helpful in this regard is *When Children Ask about Sex* by the staff of the Child Study Association of America (obtainable at nominal cost from the Association at 221 West 57th Street, New York 19, New York).

Some of the important viewpoints set forth in this pamphlet follow:

Why tell a child about sex matters? Children are sure to hear and see many things for themselves. They know there are physical differences between boys and girls. They hear talk among other children and observe more than we realize. Naturally they are curious about sex matters. If they can ask their parents questions and learn about sex in a right and decent way, they won't be so upset by the wrong or indecent things they hear from other children.

There is no "right" age at which to tell children the facts of life. Their questions should be answered whenever asked.

A good rule is: Listen much. Talk frankly and briefly. Never deny a child the knowledge he really wants but see to it that his sex interest is not constantly being stimulated.

Giving a child a book never takes the place of talking with him from time to time when he is growing up. A book can only give facts. It can't get at what is on a particular child's mind at a particular time. Sometimes, however, parents may read the "books for children" themselves and at an opportune moment retell the facts in their own way. . . . When parents find it impossible to overcome their own faulty education (in sex matters), good books for their children are certainly much better than nothing.

Some of the materials that parents and teachers may find helpful are:

Growing Up by Karl de Schweinitz. New York: Macmillan.

Sex information for the youngest reader.

The Wonder of Life by Milton I. Levine and Jean Seligmann. New York: Simon and Schuster.

Sex information for the middle-school child.

Sex Education (pamphlet). New York: Child Study Association of America.

Helps for parents and teachers.

New Patterns in Sex Teaching by Frances Bruce Strain. New York: Appleton-Century.

Sex Guidance in Family Life Education: A Handbook for the Schools, by Frances Bruce Strain. Macmillan.

Sex Education for the Ten-Year-Old (pamphlet). Chicago: American Medical Association.

Strong, Straight Bodies

READING AND DISCUSSION

Pages 166-167 . . . These work pages are self-directing. But the discussion following them should be expanded beyond the questions raised in the text. For example, the teacher might cite the following incident:

One day Ellen was looking at a picture in a newspaper showing a scene in a park. "Look at that dirty little boy!" she said. "And what ragged clothes he has on! Maybe he can't help his clothes, but he at least ought to stand straight. He'd look so much better. And he could stand straight if he *wanted* to."

Then she might ask, "Do *you* think all there is to having good posture is just remembering to sit and stand and walk straight? What makes you think as you do? What would you list as things that are very important in helping *you* have good posture? How might each of these affect *your* posture: badly fitting shoes? lack of sleep? a feeling of great disappointment?"

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

Teachers and parents should realize that good posture is more than a matter of "standing or sitting straight." It actually depends upon the all-important factors of a well-balanced diet, plenty of sleep, adequate exercise each day, well-fitting shoes, a general awareness of posture together with a desire to hold the body comfortably straight, and good mental health. Thus a child with poor posture should first be given a check-up by a doctor to see if the posture may be a result of some physical condition. If the child is found to be in good physical health, parents and the teacher, too, should look for a mental cause—insecurity, unhappiness, tension, or a conscious slumping because the child feels he is "too tall."

One helpful suggestion for correcting poor posture, in addition to those mentioned above, is to encourage active sports. In running, jumping, or reaching, the body needs as much air in the lungs as possible. When the lungs fight for air, the shoulders are automatically thrown back and up.

"Muscles and Ice Cream"

AND

Building Strong Muscles

READING AND DISCUSSION

Pages 168-171 . . . Use the title to provoke interest in and curiosity about this amusing story. Then have pupils read silently to learn of the joke on little Nancy, who set out to find herself some "muscles and ice cream."

Follow silent reading with children's spontaneous comments about the story plot, and help them touch upon the high points by such questions as

"Why was Susan going to the hospital? Why was Nancy going there? What did Bill tell her about how to get big, strong muscles?" Call attention to the picture on page 171 and ask, "What is happening here? Would you say this picture shows a healthful thing to do? What makes you think so?"

If it seems desirable, have the story reread aloud. Then direct attention to Susan's remark "Hospitals can sometimes help people get well faster." See if pupils can cite examples from their own experiences or those of their families or neighbors that bear out this statement. Also check to see if children are aware of the hospital facilities in their own community. Any fear response should be noted, and a definite effort made to correct such a feeling on the part of a child who has either heard something which he has not understood, or experienced something which may have frightened him, and who has thus learned to fear hospitals.

Page 172 . . . Have children read this page to learn another factor besides exercise that helps build strong muscles. Use the questions on the page to stimulate discussion following the silent reading.

"Hide the Bean." Your Ears.

AND

Taking Care of Your Ears

READING AND DISCUSSION

Pages 173-175 . . . Since the game described in the story is an ever popular home or school amusement on rainy days, boys and girls might play it "just for fun" before reading the story. "Hide the Bean" (sometimes called Huckle-Buckle-Beanstalk) is played in this way: Select some small object such as a bean or a pencil eraser and, in the absence of part of the group who are briefly sent from the room, hide it in some unusual place—but a place in plain sight, nevertheless. The group sent away is then called back to search for the object. Each child who sees it gives no sign until he reaches his seat or some other designated spot. Then he says, "I saw it" or the more mysterious phrase "Huckle-Buckle-Beanstalk." This continues until the last child either locates the object or "gives up." The first child to spy the object selects the next hiding place.

After playing the game described above, the teacher might say, "Tom and Ann and the others were playing this game one day. When little Nancy hid

the bean, she hid it in what she said was 'a funny place.' But no one else thought the place was funny. Read and see why."

Follow silent reading with discussion about Nancy's first hiding place and its potential dangers. Have this contrasted with the second place Nancy chose, which truly had its humorous aspects. Mention that Jack gave Nancy some good advice and ask pupils why that advice would help them, too. At this point the story might be read aloud for fun and for reemphasis of its health concepts.

Pages 176-177 . . . First have pupils study these pages silently to learn many interesting things about their ears. Follow this with a discussion of the new information gained. Be sure questions raised in the text are answered in the conversation and that pupils know how to use the illustrative chart on page 176 to locate important parts of the ear.

Pages 178-179 . . . After silent study and class discussion based on these work pages, pupils may be led to formulate material for a chart labeled "How We Can Help Take Care of Our Ears."

Another Experiment

AND

Getting Enough Sleep

READING AND DISCUSSION

Pages 180-182 . . . Invite comment about the picture on page 180, paying particular attention to the facial expressions as clues to the general mood of the group. Then say, "Things don't seem to be going so well here, and Jack Williams decides to try an experiment to see who is causing all the trouble. Read and see what his experiment is."

Follow silent reading by having pupils describe in full Jack's experiment and answer the question posed at the bottom of page 182. Expand this discussion by having children describe personal experiences in which lack of sleep has adversely affected their dispositions. Ask, "What other bad effects might lack of sleep have?" In response elicit that continued lack of sleep might affect the posture, and the quality of schoolwork. Suggest that pages 183-184 be read to learn more about the need for plenty of sleep.

Pages 183-184 . . . In answering the question "Are you getting as much sleep as you need each night?" pupils might be asked to explain the method

they used to calculate this. Some children might need to use a toy clock to help in this calculation. Use of these work pages might be followed by having pupils keep a "sleep record" for several weeks to check their sleep habits.

One More Experiment.

Buying Your Clothes, AND Clothes That Fit the Weather

READING AND DISCUSSION

Pages 185-187 . . . Recall Jack's love of experiments and suggest that this latest experiment concerns Jack's desire to select his own clothes independently. Have children read to see how the experiment turned out.

Place the following questions on the blackboard to be used in guiding the subsequent discussion:

- What was Jack's experiment?
- How did it turn out?
- What do you think Jack learned from his experiment?
- Why do you think it is important for you to learn how to buy clothes wisely?
- Do you think you should do *all* the buying yourself? Why or why not?
- What things might you select all by yourself?
- How much part do *you* take in buying your clothes?
- What did you learn today that may help you when you buy clothes in the future?

Pages 188-190 . . . These work pages are self-directing. After using them, pupils may be interested in starting the label collection described under "Correlated Activities" on page 70 of this guidebook.

Pages 191-193 . . . These work pages, too, are self-directing. Follow their use with a summary discussion in which pupils explain why cotton clothes are desirable in summer, why woolen clothes are desirable in winter, and why it is not wise to sit around in damp clothing. In this connection, let children actually try the experiment suggested on page 192.

A Surprise for Jack

READING AND DISCUSSION

Pages 194-198 . . . Recall the Silly Sam books Bill and the others have previously made. Then mention that this story describes a similar book

made for Jack. Have pupils read to see why Jack instead of Susan got the book this time, and to learn the latest adventures of Silly Sam and Smart Sue.

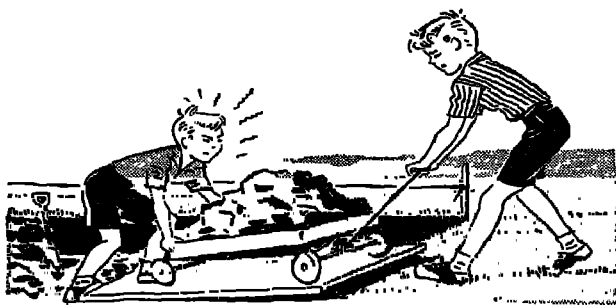
After silent reading, encourage spontaneous comments about why the book was made for Jack and about the children's favorite Silly Sam cartoons. Have these favorites read aloud, and then see if children can suggest original variations of or supplements to them.

When the fun element in the story has been exploited to the full, turn attention to the important health concepts by having children formulate a set of suggestions labeled "How to prevent a cold" and another set labeled "How to take care of a cold."

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

The spread of colds might be checked considerably if parents and school authorities could come to common agreement about desirable action when children have "only a cold." For their part, the schools might desist from placing too much emphasis on "perfect attendance," for frequently that goal causes children with colds to come to school when they should be home in bed—both for their own benefit and for the sake of others in the classroom who may contract the cold. Parents might be urged to watch for early symptoms of a cold and be reminded that often that first day in bed will help arrest the cold. A friendly letter from the school nurse or doctor—or from the teacher or principal—might be sent home at the beginning of each semester, stressing the school's viewpoints about desirable methods of helping avoid the spread of colds. The best known methods of caring for a cold might also be described; i.e., rest in bed, plenty of sleep, avoidance of chilling, and lots of fruit drinks. A check should be made on fever and a doctor called if above-normal temperature is found. Every attempt should be made to keep parents from feeling "guilty" when they keep at home a child who is suffering from a cold.

*Lesson Plans
for Unit Five
PAGES 199-234
The Girl Next Door*



The Hunt Family

"Susan still can't walk," says Mr. Hunt. "But there is something she *can* do when summer comes." And forthwith he shares his excellent plan with the neighbors on the lane. Soon he has both grown-ups and children hard at work on an exciting surprise for Susan. Never before has the lane seen so much activity! Sore muscles and tired backs appear at first but soon give way to strengthened bodies and huge appetites. Meanwhile Susan, left somewhat to her own devices these days, is working on a surprise of her own. And all this time only little Nancy knows that there are *two* surprises in the making. Occasionally she announces this interesting fact, but no one hears her. Bill, Tom, Ann, and the other conspirators are far too busy putting finishing touches on that surprise of surprises, a swimming pool. Susan, on the other hand, is lost in her thoughts of the day not far off when she will walk again!

CORRELATED ACTIVITIES FOR THE UNIT

There are many interesting and worth-while activities that might be used to supplement this unit. Those mentioned below are merely suggestive.

As they read the unit, boys and girls might prepare a little booklet containing safety tips for swimmers. Later this booklet might be hectographed or mimeographed and sent home for pupils to talk over with their parents—and to be used for reference from time to time in the swimming season.

Pupils might investigate and report back to the class opportunities available in the community for swimming and for receiving swimming instructions; e.g., the YMCA pool, the pool at the community center, the pool at the high school that is open for children's use on Saturdays.

Safety demonstrations might be staged now and then—demonstrations during which boys and girls show the correct way to handle and store such tools as the saw, hammer, axe, rake, jackknife.

Safety posters might be made which depict safety precautions to keep in mind in streetcars, busses, trains, and autos.

A bulletin-board display might be made of pictures showing how infantile-paralysis victims are helped back to health and the ability to walk after having periods of massage, special exercises, and swimming.

INTRODUCING THE UNIT

The picture on page 199 will serve to direct attention to the Hunt family. Have pupils note the briefcase Mr. Hunt is carrying and ask what kind of work this suggests (lawyer, teacher, architect, businessman). If no one suggests *contractor*, identify it as Mr. Hunt's occupation and add that he may be carrying in his briefcase plans for a building he is helping to construct. Then say, "Perhaps it was because he was a contractor that Mr. Hunt came to think of a wonderful surprise for Susan. Anyway he *did* have the idea, and when he explained it to the others on the lane, they thought it was a good idea, too. When you read this unit, you'll learn what the surprise was and how hard the Hunts and all the others worked to make it. You'll also learn of another surprise in the making—the surprise Susan herself is working on."

Mr. Hunt Thinks of Something

AND

Safe Places to Swim

READING AND DISCUSSION

Pages 200-202 . . . Have pupils read to learn what it was that Mr. Hunt thought of for Susan. After silent reading guide the discussion with such questions as, "What was Mr. Hunt's idea? Why did everyone think it was a good

one? Why couldn't Susan and the others plan to swim in Driftwood Lake? Why did Mrs. Hunt think all the parents should be consulted about the pool? What safety and health precautions have to be taken whenever a swimming pool is built? Who is going to build the pool for Susan? Why will it be easier for these families to build a pool than for most families?"

If pupils ask why Susan could swim although she couldn't walk, explain that swimming requires less strain on weak leg and arm muscles—and that swimming helps strengthen the muscles. That is why so many convalescents from infantile paralysis are given opportunities to swim.

Page 203 . . . Lead from conversation about the preceding story to silent study and discussion of this work page. Expand the discussion to include the rôle of the health officers in making frequent tests to see if the water in local pools and at beaches is safe for swimming. Pupils may also describe health precautions taken at local swimming places to help keep the water as clean and safe as possible; e.g., showers are required before a pool can be entered, special foot baths are used to help minimize the spread of ringworm, signs are placed about urging bathers to avoid throwing refuse in the water and to use the toilets, not the water, for urination purposes.

Boys and girls may also enjoy drawing pictures of common safety protections at beaches and pools (lifeguards, warning signs, ropes, lifeboats, special bathing places for young children). Children who have been to camp may also want to tell of special safety precautions observed there; e.g., the use of the "buddy system," whereby children are paired off and each one of the pair keeps his eye on the other, the use of different colored caps for swimmers of varying ability.

Everyone Is Busy

READING AND DISCUSSION

Pages 204-206 . . . Use the picture on page 204 to stimulate initial conversation about what happened when everyone joined in working on the pool. After silent reading, have pupils mention some of the early results of all this activity (sore muscles, tired backs, dirty clothes, baths willingly taken, huge appetites). Ask, "Did the mothers mind about the dirty clothes?" and in the ensuing conversation emphasize the fact that getting dirty is in order at times when a given activity requires it and when one's clothing is appropriate.

See if children can explain why the workers' arms and backs didn't hurt after the first few days. Stress the fact that sore muscles often result when we begin to employ groups of muscles that haven't been used for a long time, but this soreness can be minimized by working or playing in moderation at first. Pupils should be assured that sore muscles usually disappear with further exercise.

Also see if pupils can explain why the appetites of the workers began to increase. Point out, if boys and girls don't, that increased appetites, stronger bodies, and a general sense of well-being usually follow when we get our daily quota of fresh air, sunshine, and exercise. In addition, elicit the reason why a daily bath is especially essential when one is engaging in strenuous exercise. (Perspiration is greater then and if frequent bathing does not take place, the body may have a disagreeable perspiration odor.)

Have someone read aloud the last paragraph on page 206. Then encourage children to cite examples from their own experience in which they, too, have benefited and been made happy by doing something for someone else.

Why Don't the Children Play?

AND

Time to Rest

READING AND DISCUSSION

Pages 207-209 . . . Have the title of this story read aloud and then ask, "Can you guess why Tom, Ann, and the others aren't playing very much these days?" After pupils have set forth their ideas about this, suggest that they read to see if Susan guessed why her friends were so anxious to sit and rest whenever they came to see her.

In the discussion that follows, encourage conversation about Susan's perplexity and about the means that friends used to keep from giving away the secret. Have the story read aloud for fun. Then ask, "Do you think it's a good thing that Bill and the others stop now and then to rest? What makes you think as you do?"

Pages 210-211 . . . Lead from discussion of the above questions to use of these pages. Mention the fact that this material explains *why* it is a good plan to take some rest between periods of strenuous work or play. These work

pages are self-directing, but individual study should be supplemented with ample class discussion. Boys and girls should be encouraged to cite examples from their own experience when overwork made them less efficient. They might also consider the question, "Some states have a law giving workers brief rest periods in the morning and afternoon. Why do you think such laws might be desirable?"

The discussion might be expanded to include the teacher's explanation that rest periods give the heart a short "vacation" too—that the heart beats less rapidly during periods of rest and during sleep and that when it is beating more slowly, there is more time for it to rest between beats. Finally, pupils might be led to formulate a summary of the various reasons why it is wise to intersperse periods of intense exercise with periods of rest and relaxation.

Working Safely

READING AND DISCUSSION

Pages 212-213 . . . Mention that Tom, Bill, and the others are using tools of various kinds in their work on the pool. Then have pupils read the first eight lines on page 212 to learn how carelessness with one of these tools nearly caused an accident. In discussing Tom's careless act, be sure children suggest what he *should* have done. Then have children read the final paragraph and study the pictures on page 213.

In the ensuing conversation, encourage boys and girls to mention other safety precautions that they should keep in mind when working with tools about the house or yard or workshop. Then time might be allowed for children to make drawings, paintings, or cartoons that illustrate careless acts with tools, accompanying their illustrations with appropriate safety rules. Later, safety demonstrations with tools, as suggested under "Correlated Activities" on page 82 of this guidebook, might be arranged.

Two Surprises

READING AND DISCUSSION

Pages 214-216 . . . The story title will pique children's curiosity and give them a motive for reading to learn what the second surprise might be. After they have read the story silently, let them comment freely on the surprising turn

of events. Then ask, "If Susan can stand now, why do you suppose she can't walk right away?" In the consideration of this question, point out that Susan's muscles became very weak during her long illness and that it takes time and gradual exercise each day to make them strong enough to use in walking again. Also stress that exercising our muscles bit by bit helps all of us develop muscles that are more skillful in doing what we want them to do. Give several illustrations of this: when we first attempt an activity such as high-jumping or broad-jumping, we aren't very skillful; but as we practice a little each day, we gradually train our muscles to the point where they become much more efficient in performing these activities. Similarly, when we first try to hit a tennis ball with a tennis racket, we often miss it entirely. Not until we have practiced persistently do we become skillful. See if boys and girls can suggest other examples from their own experiences.

Next turn attention to the mental-hygiene concepts inherent in this story: *Sometimes trying to do something we want to do very much brings fine results . . . When a person feels uncertain about his ability to do something, friendly encouragement can often help him.* Lead into a consideration of these concepts by asking, "Do you think Susan was about ready to begin to try to walk again? Why hadn't she been trying very hard lately? (She lacked confidence in herself.) How did little Nancy help? (She gave encouragement.) Do you think Susan will be walking soon now that she knows she can stand?" (Her new confidence and her intense desire will doubtless facilitate her walking.)

Comment that often, when we *want* to do something very much, we eventually find that we *can* do it. Examples from well-known children's books may be mentioned, such as that of Klara in the book *Heidi*, whose determination, together with Heidi's boundless faith, enabled her to learn to walk again. Other examples are the many returned war veterans who by persistence and great desire learned to walk on artificial legs, to drive cars with them, to operate intricate machinery with artificial hands or with only hooks for hands. Pupils may also cite examples from their own experiences in which their *wanting* to do something eventually resulted in their being able to do it.

The part that friendly encouragement can play in helping others meet difficult situations should also be pointed out. This might be done by first asking, "Do you think Susan would have stood that day if little Nancy hadn't been around? Why or why not? What examples can you think of when someone's kind words or encouragement helped *you* do something you thought you might

not be able to do?" A situation such as the following might be written on the black-board and pupils asked to select and comment on the most helpful things to do or say:

A boy named Jim had a new bicycle, but he was having lots of trouble learning to ride it. He would ride a few feet, and then the bicycle would tip over—and so would Jim. Soon he began to think, "I may never be able to ride a bike like the other fellows!"

If you had been watching him, which would be the most helpful things to do:

- (1) Joke with him by saying, "You'll *never* learn, Jim. You'd better give me that bicycle!"
- (2) Tell him he's probably too young to have a bicycle, anyway.
- (3) Say, "You're getting the idea now, Jim. It won't be long before you'll be a good rider."
- (4) Remind him that it takes everyone a little time to learn to ride a bicycle but in the end it's worth all the time and trouble necessary.

The Girls Go Shopping

AND

Keeping Safe

READING AND DISCUSSION

Pages 217-219 . . . Ask, "Can you guess what Ellen and Ann might have to shop for?" If no one guesses, have the first paragraph on page 217 read aloud. Then say, "What are some things you would keep in mind if you were buying a bathing suit and wanted to buy wisely? Read and see if Ellen and Ann were wise, careful shoppers."

After silent reading, invite comment about the girls' shopping abilities and about the joke on them when they went to buy Susan's suit. Emphasize in the discussion that the following are all factors to keep in mind when buying an article of clothing: correct size; durable goods; goods that will wash well (color-fast and shrinkproof); *woolen* goods, if warmth is needed; becoming style and color.

This discussion might be supplemented by having a few girls act as models and hold up to their faces pieces of colored paper or cloth to note which colors seem most becoming. A demonstration of the way different styles change the appearance might also be carried out by the simple act of letting four or five girls (and later four or five boys) of varying body build try on jackets or coats or sweaters belonging to their classmates—articles of clothing that vary considerably in cut and style. The thought pupils should carry away from these dem-

onstrations is "Some styles of clothes and some colors are more becoming to me than others. When I have a chance to help select my own clothes, I'll try to buy things that are most becoming to me." Differences among individuals might also be stressed again, relative to physical growth, appearance, coloring, etc.

Finally ask, "What safety rule did Ellen forget as she was riding downtown in the bus?" Lead from a discussion of this point into work-page 220.

Page 220 . . . Follow silent study and discussion of this work page with the making of safety posters such as those suggested under "Correlated Activities" on page 82 of this guidebook. Pupils may also enjoy making up safety slogans that suggest good safety behavior in vehicles; e.g.,

*When in a car you ride,
Keep head and arms inside.*

The Schick Test

AND

Safe from Disease

READING AND DISCUSSION

Pages 221-224 . . . If any pupil can explain what the Schick Test is, allow him to do so. If no one can, have pupils read this story to learn about it-- and to see why Tom and Ann had themselves tested. Place the following questions on the blackboard to serve as guides for discussion after the silent reading:

- What is the Schick Test? Have you ever had it?
- What do you think the doctor used to put the medicine under the skin in Tom's arm and Ann's arm?
- What does it mean to be *immune* to diphtheria?
- Were Tom and Ann immune? How do you know?
- What would have happened if Tom and Ann hadn't been immune?
- Why didn't Bill, Ellen, and Nancy have the Schick Test when Tom and Ann did?

After discussion of the questions on the blackboard, boys and girls should be encouraged to describe their own experiences with vaccinations and immunizations and to tell why it is important to have safeguards such as these. Be sure pupils realize the difference between tests such as the Schick and the Dick Tests (which merely determine if a person has immunity to diphtheria and scarlet fever) and vaccinations and immunizations (which actively build immunity to such diseases as smallpox, scarlet fever, diphtheria, typhoid fever, measles, tetanus,

and whooping cough). Boys and girls should be encouraged to talk over with their parents the nature of vaccinations and immunizations they have received since infancy and later to report their findings to the class.

Before concluding the discussion, review the importance of the quarantine sign and the need for respecting it. This might be done by calling attention to the sign shown on page 53 and saying, "When there is a disease like measles or diphtheria in the neighborhood, how do we know about it? What do the health officers do to warn us? What must we be careful to do?"

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

In the matter of communicable diseases, it is essential that there be close home-school cooperation. For example, when there is a case of a contagious disease like scarlet fever in the class, parents should be warned that their child has been exposed. The school might also extend its services by sending home a friendly letter explaining that, if a child has not been immunized against scarlet fever, the family doctor can administer a simple test known as the Dick Test to see if immunity to the disease is present. If there is a truly severe epidemic, parents whose children have already been immunized may be advised of the desirability of talking with the family doctor to see if a "booster" dose should be given.

New Workmen Come

READING AND DISCUSSION

Pages 225-228 . . . Use the title to stimulate reading this story to learn of the final work that was done on the swimming pool. After the story has been read silently, center the discussion first on the actual work done by the workmen and then on the health precautions that were taken to be sure the water in the pool would be pure and safe for swimming. Explain that a *filter* in a pool or a water system is a device for passing the water through materials such as gravel or charcoal—materials that help strain out impurities in the water. Then see if pupils know of other ways of purifying swimming or drinking water, such as the use of chemicals (usually chlorine) in the water. Also review other ways of keeping water in a pool or at a beach as free as possible from germs.

Since there are many interesting details in this story, have it read aloud. Then focus attention on the matter of sunburn. Ask, "What was wrong with Ellen's idea of sitting for 'hours and hours' in the sun? What is the best way

to get a suntan safely? Why should sunburn be avoided?" (A bad case of sunburn can be as dangerous as a real burn; people are sometimes very ill as the result of a bad sunburn.) Also see if boys and girls know the first-aid treatment for sunburn—calamine lotion, or a soothing salve such as cocoa butter.

Waiting for Saturday

READING AND DISCUSSION

Pages 229-234 . . . Ask, "How long must the children wait before they can show Susan the surprise? Do you think the time will pass quickly or slowly? What makes you think as you do?" Have pupils read to learn what Tom, Ann, and the others did to pass the time until the momentous Saturday arrived.

Follow the silent reading with discussion of how the "long" wait was profitably employed. Make a point of this useful mental-hygiene tip: *during times of suspense, keeping busy helps pass the time more quickly.*

It might be interesting to have one child time with a watch two intervals during which the others first do nothing but sit quietly, and second follow a specific activity. Have them indicate their estimate of the number of minutes in each interval.

Naturally many of the children's spontaneous comments will relate to the Silly Sam cartoons. Encourage conversation about the valuable safety precautions for swimming embodied in these cartoons.

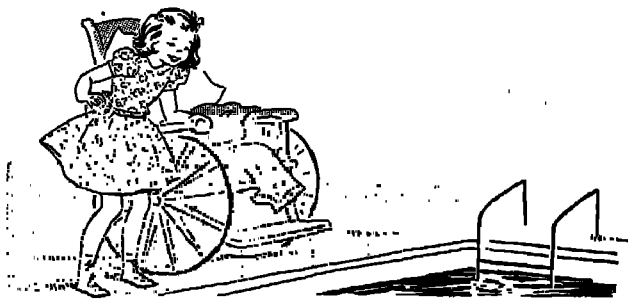
In conclusion ask, "What kept the children busy besides preparing the Silly Sam book? What do you think is happening in the picture on page 234?" Also pose situations such as the following for children to consider and let them suggest substitute, and more desirable, forms of behavior.

Helen was waiting for the Smiths to come and take her to the beach. She kept standing at the window watching and then running out to look up and down the street for signs of their car. "Oh dear!" she kept fussing. "Won't they ever come?" *What might Helen have done to help the time pass more quickly and pleasantly?*

(In response children might suggest "do something to help her mother," "listen to the radio," "read a book or magazine," "play with the baby or a pet," "straighten up her own room a bit.")

After this lesson, pupils may consider making a booklet containing tips for swimmers, as suggested under "Correlated Activities" on page 81 of this guidebook. Other interesting booklets the children might make are ones containing suggestions for "Things to Do"—suggestions clipped from newspapers and magazines about things to make for parties, holidays, gifts, etc.

*Lesson Plans
for Unit Six
PAGES 235-241
The Girl Next Door*



Something Really Happens

The long-awaited Saturday finally arrives, and excitement is at a high pitch on Driftwood Lane. Picnic lunches are prepared, stunts are given their final rehearsal, and the last touches are put on the new swimming pool. Then as the children wait breathlessly, Susan is summoned to see the great surprise. But her wonder and joy are dwarfed by the emotions of all the others when they suddenly witness that best of all surprises—Susan on her feet and walking again!

"Just think," comments Bill when at last he can find words to speak, "I used to say that nothing ever happened on Driftwood Lane. But I'll never say it again!"

CORRELATED ACTIVITIES FOR THE UNIT

As a summarizing activity, boys and girls might enjoy planning and making a series of friezes depicting important ideas they have gained through reading *The Girl Next Door*.

An excellent frieze might be built around the general idea of "Care of the Body." Various scenes on the frieze might depict (1) getting a regular physical examination, (2) eating properly, (3) getting outdoor exercise, (4) getting a dental check-up, (5) getting adequate sleep, (6) keeping clean.

One or more safety friezes might be built around such topics as "Fire Safety," "Traffic Safety," "Safety at Play," "Safety at School."

Perhaps the most interesting and unusual of all would be a large frieze of cartoons done in crayon or charcoal—cartoons illustrating with child figures and accompanying conversation ways of "Living with Others." These cartoons might center around lifelike examples of practicing the Golden Rule, the fun of doing things for others, ways of welcoming strangers cordially, ways of putting handicapped persons at ease, ways of giving friendly encouragement to those in need of it, etc.

Another frieze, similar to the preceding one, might be entitled "Living with Ourselves" and might show examples of the following: facing a difficulty squarely instead of running away from it; remembering that few of us can do everything equally well and if we do one thing poorly, it helps if we think of the things we can do well; changing unpleasant feelings to more pleasant ones by turning to active sports; pursuing satisfying hobbies; placing stress on improving ourselves rather than on competing with others; not excusing failure but seeking to find ways to change failure to success.

The Best Surprise

READING AND DISCUSSION

Pages 236-241 . . . After silent reading, let the children talk over the exciting story events more or less spontaneously. The pictures on pages 236, 237, 238, and 239 will be valuable guides in helping pupils retell the key happenings.

Finally, see if children can go back and recount some of the many things that have led, during the past year, to Susan's eventual regaining of health and the ability to walk again; e.g., she has had good medical care from Dr. Williams, she has learned the special strengthening exercises at the local hospital, she has learned about a good daily diet and presumably practiced what she learned, she has acquired good friends and satisfying hobbies to help keep her happy, and she has had a *strong desire* to get well.

Finally make the point that even when we are well, we *feel* better when we are happy than when we are cross or jealous or angry, or when we are thinking about ways to "pay back" people we don't like. Suggest a few examples, such as "Have you ever noticed that when you are angry, you may soon have a headache?" or "Did you ever feel envious because your brother or sister had a new toy and you didn't? And did you notice that at such a time, you may have lost your appetite or had a stomach ache?" Pupils may suggest additional examples.

Then mention the fact that good health depends not only upon eating balanced meals, getting plenty of sleep, and taking lots of outdoor exercise—it also depends upon having happy feelings *most* of the time. Explain that these are some ways of changing unpleasant feelings to more pleasant ones:

- (1) Try to forget about our unpleasant feelings and turn to other things such as playing a game with others, working on a favorite hobby, reading a good book.
- (2) Do something kind or helpful for someone else and find how much satisfaction comes from his or her pleased response. Sharing a toy, inviting a friend to dinner, running an errand are all examples of experiences almost sure to bring a satisfying response from others.
- (3) Dramatize some of the things not possible to do in real life at present, e.g., being "boss," going to the beauty shop.
- (4) Talk to some older person about our upset feelings and see if he or she can help us.
- (5) "Take out" our mean feelings by punching on a punching bag or by writing a story about them rather than by being sulky, cross, or spiteful to others.

IMPLICATIONS FOR PARENT-TEACHER COÖPERATION

In these days, mental health is a topic of prime importance, especially since parents and teachers are confronted with such startling statistics as these: of every hundred school children in the United States, *thirteen* will fail to reach emotional maturity, *eight* will be shattered by emotional breakdown, *four* will end up in mental hospitals, *one* will turn to crime.

Consequently the parent-teacher group in the school, or a group of interested parents, might well allot several study sessions to a consideration of the causes of poor mental health and to the practical means available of preventing it and fostering sound mental health instead.

The references below, as well as those listed at the back of this guide-book, will provide helpful guides in the study of how to promote the mental health and happiness of children. Inherent in all these references is the importance of (1) *giving a child an abundance of love and affection, which in turn gives him a feeling of security*; (2) *remembering that each child has his own characteristics and rate of development and should not suffer from unfavorable comparisons*; (3) *encouraging independence and actively helping a child master new skills as he grows older*; (4) *helping a child face his fears without shame*; (5) *answering his questions about sex directly and honestly*; (6) *encouraging a child to "talk out" his fears, his uncertainties, and his anxieties*; and (7) *placing less emphasis on competitive activities and more on coöperative ones*.

Thorman, George, *Toward Mental Health*, Ass'n for Childhood Education (pamphlet).
Wolf, Anna W. *Parents' Manual*.
Plant, James S. *The Emotions of the Child*, U. of Iowa Child Welfare Pamphlet.

BOOKS FOR PARENTS AND TEACHERS

- Bacmeister, Rhoda W. *Growing Together*. New York: D. Appleton-Century Company, 1947.
- Baruch, Dorothy. *Parents Can Be People*. New York: Appleton-Century Company, 1944.
- Bauer, W. W. *Stop Annoying Your Children*. Indianapolis: Bobbs-Merrill, 1947.
- Breckentidge, Marian E., and Vincent, Elizabeth L. *Child Development*. Philadelphia: W. B. Saunders Company, 1943.
- Child Study Association of America. *Parents' Questions*. New York: Harper and Brothers, 1947.
- D'Evelyn, Katherine B. *Individual Parent-Teacher Conferences*. New York: Teachers College, Columbia University, 1945.
- DeSchweinitz, Karl. *Growing Up*. New York: The Macmillan Company, 1938.
- Gesell, Arnold, and Ilg, Frances L. *The Child from Five to Ten*. New York: Harper and Brothers, 1946.
- Gruenberg, Sidonie M. *We, the Parents*. New York: Harper and Brothers, 1948.
- Jenkins, Gladys G., Shacter, Helen, and Bauer, W. W. *These Are Your Children*. Chicago: Scott, Foresman and Company, 1949.
- Levine, Milton I., and Seligmann, Jean H. *The Wonder of Life*. New York: Simon and Schuster, 1940.
- Powdermaker, F., and Grimes, L. I. *Children in the Family*. New York: Farrar and Rinehart, 1940.
- Preston, George. *The Substance of Mental Health*. New York: Rinehart and Company, 1943.
- Spock, Benjamin. *Pocket Book of Baby and Child Care*. New York: Pocket Books, Inc., 1946.
- Wolf, Anna W. M. *Parents' Manual*. New York: Simon and Schuster, 1941.

MAGAZINES

- Child Study*—Child Study Association, 221 W. 57th Street, New York, N. Y.
- The Child*—Children's Bureau, Federal Security Administration, Supt. of Documents, Washington 25, D. C.
- Childhood Education*—Association for Childhood Education, 1201 16th Street, N. W., Washington, D. C.
- Today's Health* (formerly *Hygeia*)—American Medical Assn., 535 N. Dearborn Street, Chicago, Ill.
- Parents' Magazine*—The Parents Institute, 52 Vanderbilt Ave., New York.
- National Parent-Teacher*, 600 S. Michigan Blvd., Chicago, Illinois.

BOOKS FOR CHILDREN

Books That May Help Individuals Resolve Their Personal Problems

Because of the significant rôle that the "right book at the right time" may play in the lives of children, the following bibliography has been prepared. The books are representative of the many that may help a given child see his own personality and problems objectively—and thus come to understand and manage them better.¹

The physically handicapped child—Old Con and Patrick by Ruth Sawyer, Viking, 1946.

Triumph Clear by L. L. Beim, Harcourt, 1946.

Handling feelings of inferiority—The Plain Princess by Phyllis McGinley, Lippincott, 1945.

The Great Quillow by James Thurber, Harcourt, 1944.

Overcoming shyness—Wonderful Year by Nancy Barnes, Messner, 1946.

Dot for Short by Frieda Friedman, Morrow, 1947.

Developing self-reliance—Understood Betsy by Dorothy C. Fisher, Henry Holt, 1946.

Gaining self-assurance—The Middle Sister by Miriam E. Mason, Macmillan, 1947.

Helping the lonely, rejected child—Little Girl with Seven Names by Mabel Hunt, Stokes, 1936.

The Hundred Dresses by Eleanor Estes, Harcourt, 1944.

Then There Were Five by Elizabeth Enright, Rinehart, 1944.

Children uprooted—Blue Willow by Doris Gates, Viking, 1940.

Petar's Treasure by Clara Judson, Houghton, 1945.

Accepting responsibilities—Young Man of the House by Mabel Hunt, Lippincott, 1944.

Making the best of things—Paradise Valley by Valenti Angelo, Viking, 1940.

Yanko in America by Charlotte Lederer, Crowell, 1943.

Johnny Tremain by Esther Forbes, Houghton, 1943.

¹An excellent discussion of how books may help fulfill children's basic needs for security, for belonging, for loving and being loved, etc., is found in *Children and Books* by May Hill Arbuthnot, Scott, Foresman and Co., Chicago, 1947.

- Facing reality—Primrose Day* by Carolyn Haywood, Harcourt, 1942.
Judy and the Golden Horse by Fay King, Caxton Printers, 1947.
Caddie Woodlawn by Carol Brink, Macmillan, 1935.
Motherless or fatherless children—Vinny Applegay by Ethel Parton, Viking, 1937.
Belinda's New Shoes by Winnifred Bromhall Knopf, 1945.
Adopted Jane by Helen F. Daringer, Harcourt, 1947.

PAMPHLETS

The following list of pamphlets can be ordered by number from the Association for Family Living, 28 East Jackson Street, Chicago 4, Illinois:

1003	<i>Developing Good Habits in the Use of Money</i> —Esther E. Prevey05
1004	<i>Discipline Through Affection</i> —Aline B. Auerbach10
1005	<i>Fundamental Needs of the Child, The</i> —Lawrence K. Frank15
1010	<i>Jealousy and Rivalry in Children</i> —Child Study Ass'n of America20
1114	<i>Pound of Prevention, A</i> —James L. Hymes, Jr.25
1116	<i>Should a Child Talk Back?</i> —Gladys Gardner Jenkins10
1201	<i>Constructive Discipline</i> —Alma R. Jones15
1204	<i>Growing Up Socially and Emotionally in the Elementary School</i> — University of the State of New York20
1205	<i>Kind of Parents Teachers Like, The</i> —Irvin C. Poley20
1251	<i>Children Who Are Exceptional</i> —Nat'l Congress of Parents and Teachers. (Discusses retarded, gifted, and physically handicapped children)50
1405	<i>Technique of Sex Information, The</i> —Fritz Redl10
1407	<i>When Children Ask About Sex</i> —Child Study Ass'n of America25
1919	<i>Ways and Means of Reaching Parents</i> —Jean Schick Grossman15

Other pamphlet sources include the following organizations:

American Medical Association, 535 North Dearborn St., Chicago, Illinois

Association for Childhood Education, 1201 16th Street, S. W.,

Washington 6, D. C.

Child Study Association, 221 West 57th Street, New York 17, N. Y.

National Committee for Mental Hygiene, 1790 Broadway, New York 19, N. Y.

National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois



THE Girl Next Door

BY

Dorothy Baruch and Elizabeth Montgomery

In consultation with W. W. Bauer, M. D.

Illustrated by Ruth Steed

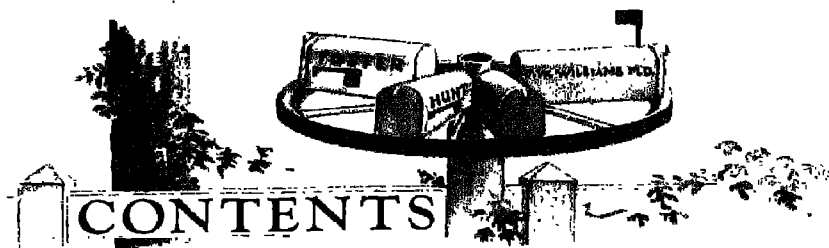
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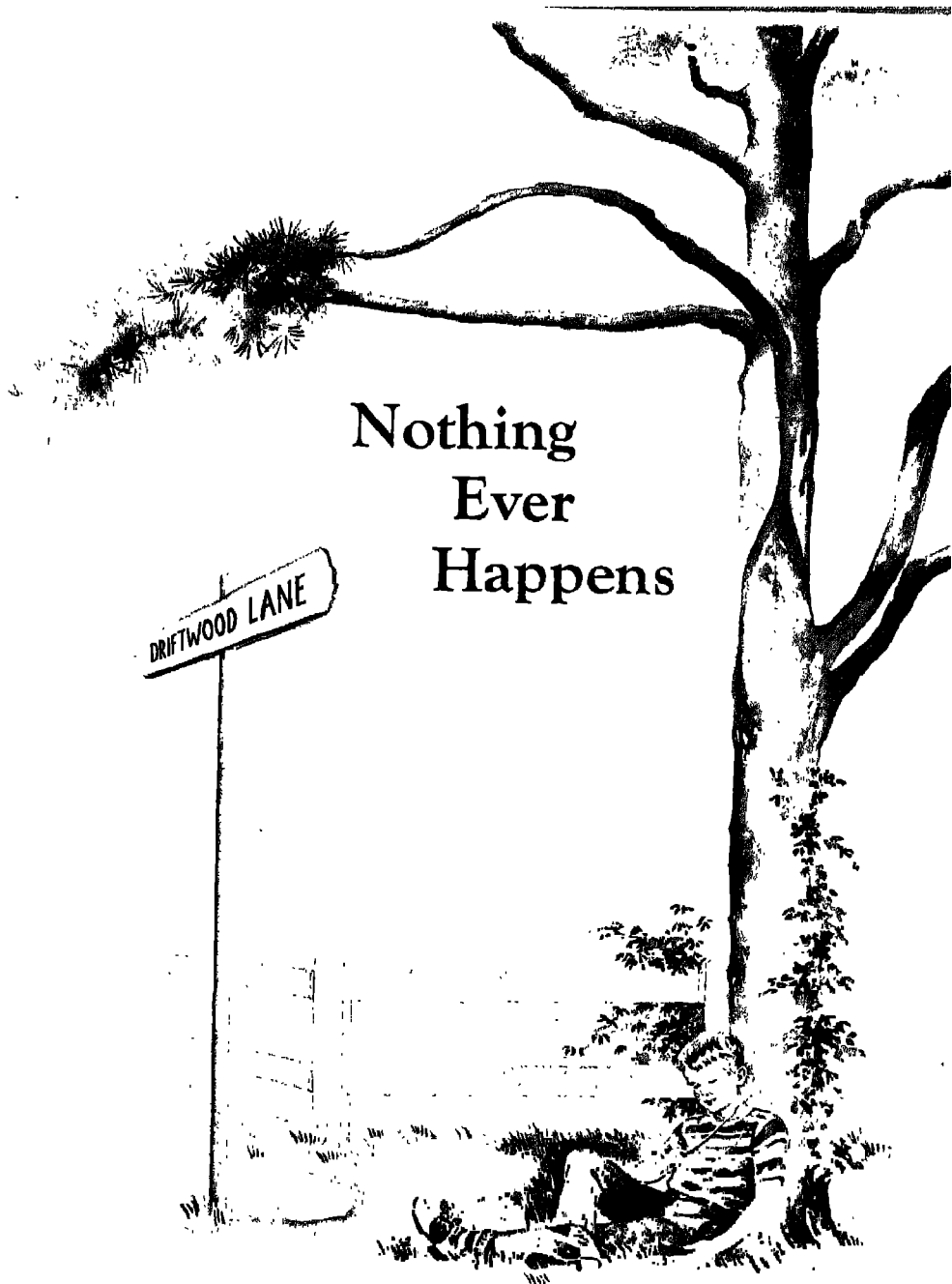
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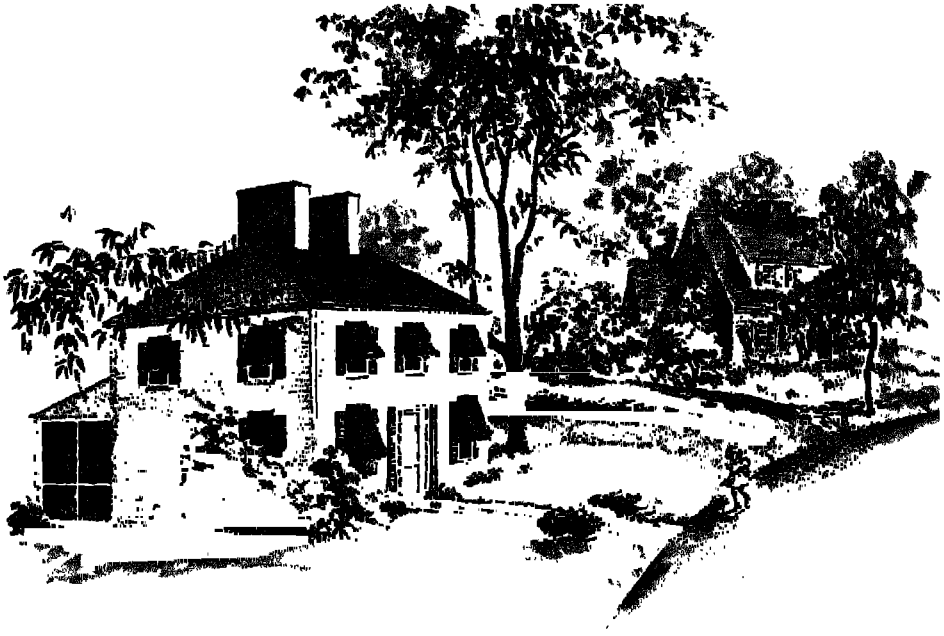
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Nothing
Ever
Happens

DRIFTWOOD LANE

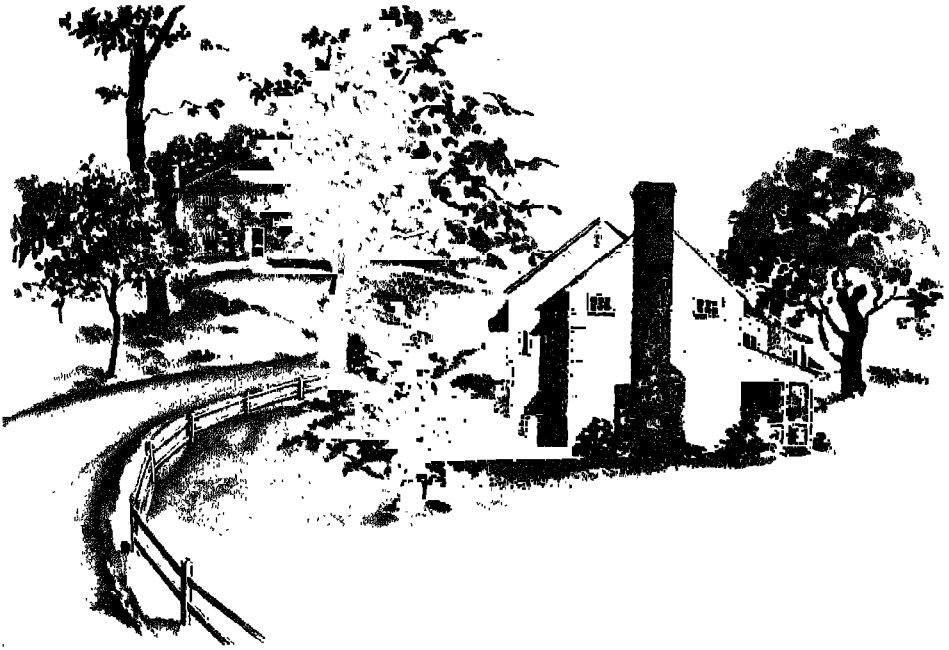




Driftwood Lane

Only four houses were on Driftwood Lane. They were the big white house where the Fosters lived, the old gray house where no one lived, the pretty new house of the Hunt family, and Doctor Williams' house on the hill.

But on this hot summer day you wouldn't have thought anyone lived on the lane. No one was working in the yards. No one was even walking down the street. No one but little Nancy Foster.

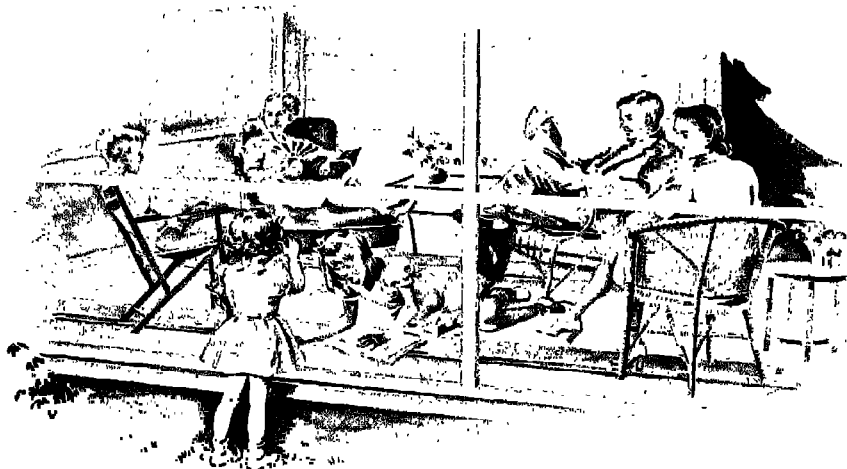


As she walked along, Nancy was laughing and talking to herself.

"Animals," she was saying. "Big ones, little ones, funny ones! Where is everyone? I want to tell them about the animals."

As she came to her own house, she thought, "Everyone must be in the back yard. I'll go and find them."

"Hello, hello," she called. "Do you want to see some funny animals?"



"Oh, hello, Nancy," said Bill, but he didn't really hear what she was saying. He was too busy talking about how hot it was. "It's too hot to do anything but sit," he said. "And it's no fun just sitting here."

"Funny animals down the street," said Nancy. "Come and see them."

"Where, dear?" asked Mother. "Are——"

"Hm-m!" Grandfather said. "Maybe there is a circus wagon or——"

"Wheel!" cried Ellen.

"A circus! Show us where it is, Nancy. Let's all go to see it."



"Whew!" puffed Bill as they ran past the old gray house with no one in it. "I wouldn't run this fast on a hot day if I didn't want to see that circus so badly."

"Circus!" called Ellen as they ran past the Hunts' house. "Tom! Ann! Hurry along if you want to see the circus."

"No, no!" laughed Nancy. "It's not a circus, just funny animals——" But she couldn't make anyone hear her. Everyone was too excited.

"A circus?" Tom asked. "Wheel!"

"Here we come!" cried Ann. "We wouldn't miss a circus for anything."



"Up here," said Nancy as she started up Doctor Williams' driveway. "In the back yard up here."

"Say!" Tom said. "There is something funny about this! What would a circus be doing in Doctor Williams' back yard?"

"Well, why would Nancy keep talking about animals if there weren't any?" asked Ellen. "Let's go on up and see what she is talking about."

Ellen hurried after Nancy, and so did all the others. Soon they saw Doctor Williams' son Jack, and all around him were funny little pieces of wood that had drifted in from the lake near by.





"Where are the animals, Nancy?" cried Bill. "All I can see is old pieces of wood!"

"Look again," said Jack Williams. "And this time do a little pretending. Every piece of driftwood here looks like some animal. Can't you see that?"

"Oh, ho!" laughed Ellen. "I see a piece that looks like a pig and one that looks like a funny dog."

"Why, these pieces of driftwood DO look like animals, don't they!" said Ann in surprise. "But what good are they, Jack? What do you want with them?"

"I just want to have some fun," said Jack. "This is my hobby, and you can't guess how much fun it is to look for all these different pieces of driftwood. Try it some day and see!"



"Maybe I will," said Bill. "I haven't had much to do lately, and I get tired just sitting around. I guess I need a hobby."

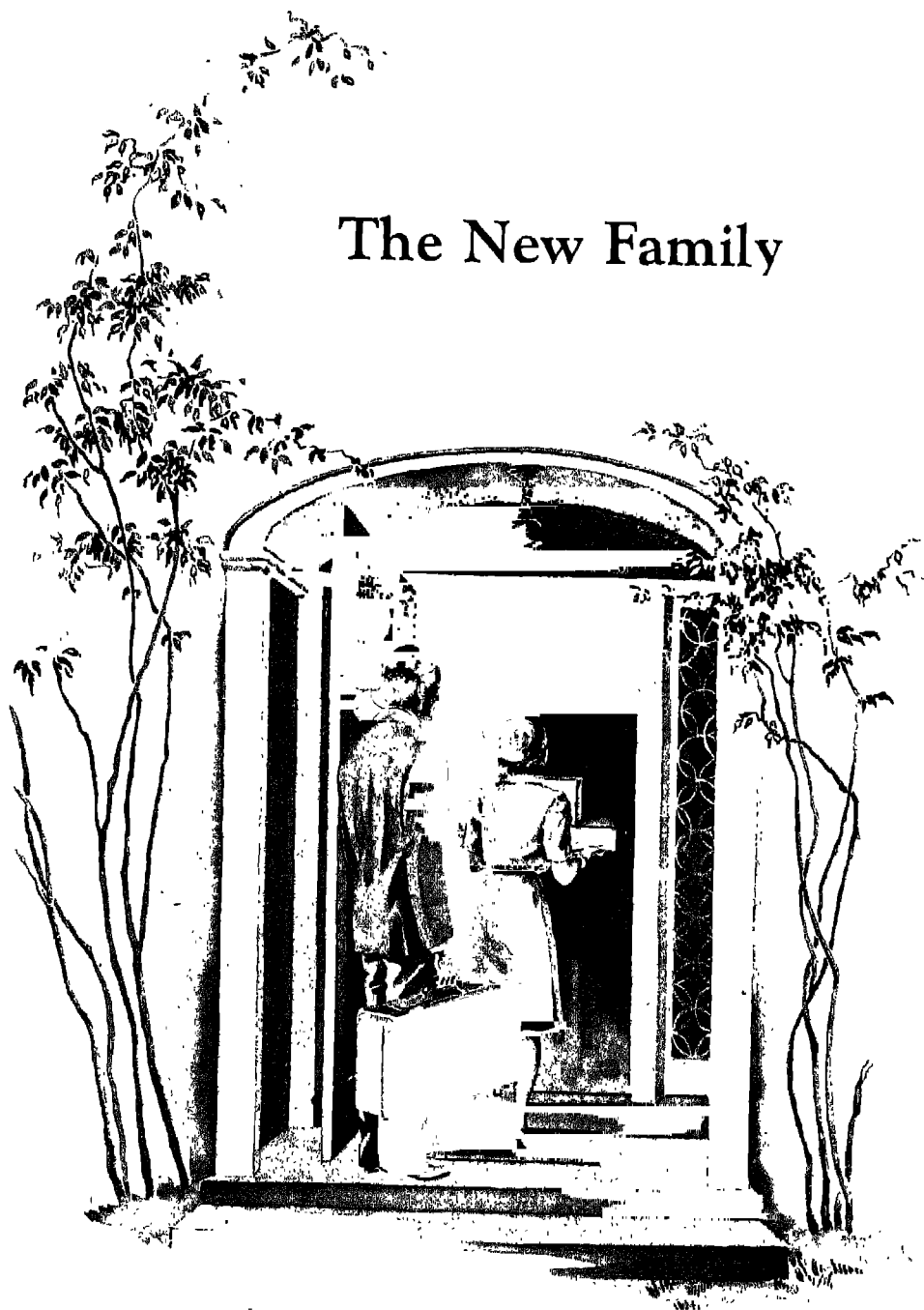
"We all thought there was going to be something doing today," Tom said. "We thought we were going to see a circus."

"That was a joke on us," said Bill. "A circus was just too good to be true. Nothing like that ever happens around here. Nothing much happens at all!"

"Don't be too sure of that," said Doctor Williams, who was just coming home from making some calls. "Things are really going to happen on this lane before long. You wait and see!"



The New Family





Hide-and-Seek

When they wanted to play hide-and-seek, the children on Driftwood Lane always went to the old gray house with no one in it.

Here in the yard were old boxes to hide in, old stairs to hide under, and easy-to-climb fruit trees that sometimes made the best hiding places of all.

The mothers and fathers were always saying, "Do be careful over there. The boards around that old house are not safe to walk on." But that didn't keep the children away.

"I know a good place to hide," Bill said when the children were playing there one day. "You won't ever find me."

"Oh, yes, I will!" said Tom. "Go on, now! Everyone run and hide."

When it was time to find them, Tom looked first in a big old box. There sat little Nancy. He found Ellen hiding under the back stairs and Ann hiding in a low tree. But he could not find Bill.

So everyone helped him look. But not one of them could find Bill.



The children were about to give up, when they heard something go CRASH, BANG!

"What was that?" cried Ellen.

"Something inside the old house," cried Ann. "Hurry! Let's go see what it was!"

So they all ran to the old gray house and looked in a window.

There inside the house was Bill, looking very dirty and very foolish.

"Well," he said, "you found me, all right. This isn't such a good place to hide, after all!"



The Old Gray House Must Go

Mrs. Foster was working in her yard when she heard the crash, and she ran next door to see what had happened. Grandfather Foster and Grandmother Foster heard the crash, and they hurried over, too.

On the other side of the old gray house, Mrs. Hunt heard the crash, and she came running to see what was the matter.

When Mrs. Foster found out what had happened, she said, "Something must be done about this old house. It just isn't safe. Why, Bill might have been badly hurt!"

"The house isn't safe, and it isn't healthful to have on our lane," said Mrs. Hunt. "Look at this old dirt and rubbish! It's just a good place for germs to grow or a fire to start. There might even be rats around here before long. It's time we did something about the house, all right!"



"I saw a man looking at the house early this morning," said Grandmother Foster. "Maybe he is going to move in."

"Oh, no!" said Mrs. Hunt. "The house isn't fit for people to live in. It's so very, very dirty! No one has washed windows or cleaned the place for a long time. It wouldn't be healthful to live in a house like that."

"The yard looks so bad, too," Mrs. Foster said. "It makes all the lane look bad."

"Well," said Grandfather Foster, "I am going to talk to the town health officers. They will do something about this old house."

"Good!" said Mrs. Hunt. "Maybe they will make the owner tear down the old place and clean up the yard."

"Did you hear that?" Tom said to the other children. "Your grandfather and my mother want the health officers to tear down the old gray house!"

"We won't let them do it," said Bill. "We need the house and yard to play in."

"But what can we do?" asked Ellen. "We can't tell grown-ups what to do. THEY tell US what to do."

"I will think of something to do," Bill said. "You will see. I won't let them tear down the old house."





Safe Places to Play

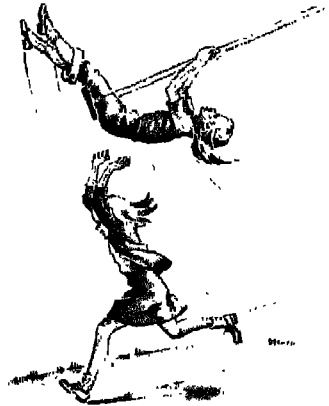
Do you think Mrs. Foster was right in saying that the old gray house was not safe to play in? Why?

Which of these pictures show safe places in which to play? Which show places that are not safe for playing? Why are these places not safe?

Where are the safest places to play in your town? What makes them good places to play?

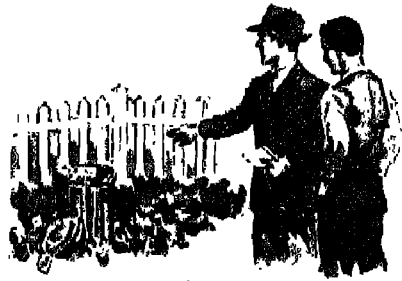
Playing Safely

These children have found safe places in which to play, but they are not playing safely. What are they doing that might make them get hurt?



Health Officers

Most towns have one or more health officers like the ones Grandfather Foster talked about. The officers help keep diseases from spreading. Streets and yards that are not kept clean may bring rats. So health officers see that places like these are cleaned up.



Health officers go to farms and see that the barns are clean and the cows healthy.



When people have diseases that others can get, health officers place signs like this on their houses.

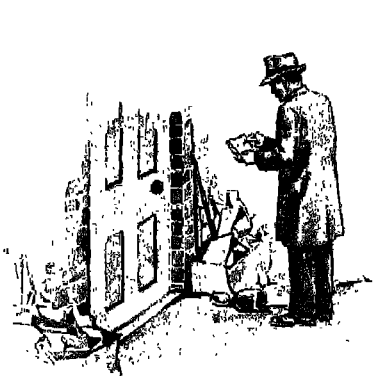


Health officers find out if the water we drink is safe. If it isn't, they tell us to boil the water. Then they find ways to make our drinking water safe enough so we won't have to boil it.

Health officers see that our garbage is taken care of and that food stores and eating places are as clean as they should be.

What are the health officers doing in the pictures on this page and on page 24? How does this work help keep diseases from spreading?





You can see that you and your family must have help from others in keeping healthy and in keeping dangerous germs from spreading to you.

You need help in seeing that the food you buy is clean and that the milk and water you drink are safe.

You need help in seeing that sick or careless people do not spread diseases to you. The health officers in your town give you help of this kind.

How can you find out more about the work of health officers in your town?

What things can you do to help them keep diseases from spreading?

Who Did It? ✓

Early one morning five men began to work around the old gray house.

Thump, thump! They put old papers and boxes and boards in a pile to be burned.

Bang, bang! They put old pieces of glass and rubbish in a big garbage can.

The five men worked as fast as they could, and five unhappy children sat and looked on.

"Next they will tear down the house," said Ellen, "and not even Bill can stop them."

"They won't really tear down the house," said Bill. "I know they won't. You wait and see." So the children sat and waited.



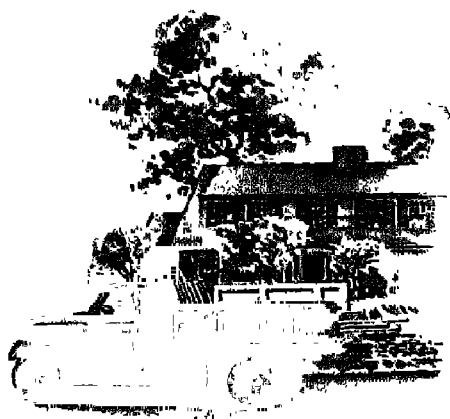
Soon they heard one man say to another, "One little spark could have started a big fire around here with all this old paper and rubbish!"

"Say!" called another workman who had just been inside the house. "See what I found in there. A pile of old oily rags! They could have started a fire without even one little spark!"

"That's funny," thought Ellen. "How could old rags start a fire all by themselves? I thought only people could start fires."

But she didn't have time to do any more thinking, for Bill was saying excitedly, "Look! Do you see what I see? They are not going to tear down the old gray house.

"They are going to fix it up!"



That is just what the men were going to do—fix up the old gray house until it looked almost like new!

And that is what they did in the next four weeks. They put in new stairs, new windows, new doors, new floor boards, and then they put on a new roof. Last of all they painted the house inside and out.

When this work was done, the neighbors came to look at the house.

"My, my!" said Mrs. Foster. "We won't know our lane with such a fine-looking house as this on it!"



"Now," said Mrs. Hunt to Grandfather Foster, "aren't you glad you talked to the health officers? If you hadn't, the house might not have been fixed up."

"I?" said Grandfather. "I didn't do it! The men started to work before I had time to do anything."

"Bill did it," said little Nancy. "He said he wouldn't let anyone tear the old house down. And he didn't!"

"Oh, so that's the way it was," said Mrs. Foster, laughing. And all the other grown-ups laughed, too.

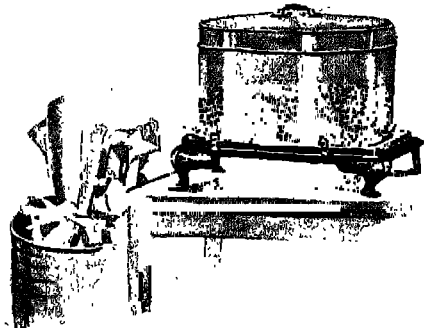
"Well," said Bill, looking a little foolish, "I was only pretending. I wanted to make the others think I could have it fixed. But I didn't really do anything—not a thing!"

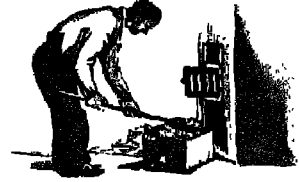
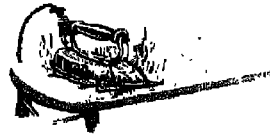
"That's all right, Bill," Grandmother Foster said. "You just wanted to feel big. And now we know who DIDN'T have the house fixed, even if we don't know who DID."

How Fires Get Started ✓

The men who fixed up the old gray house saw many things there that could have started a fire. What were some of the things that they saw?

These pictures show how easy it is for a fire to get started when old rags and papers and boxes are piled up around a house. What is happening in the pictures?





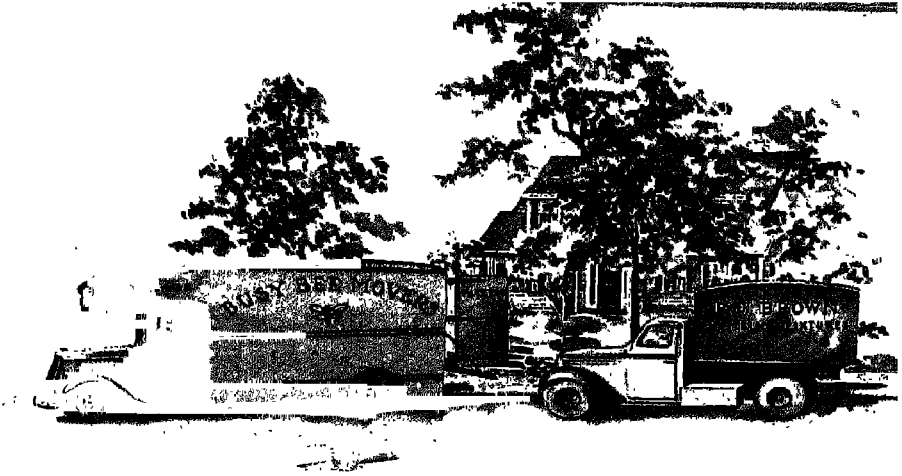
These pictures show other ways in which fires may get started in our homes.

The picture at the upper left shows some oily rags in a small space where little air gets to them. Rags like these can start a fire if they are not placed where air gets to them or if they are not kept in a covered metal box.

What is happening in the other pictures on this page?

What ways do you know by which fires may be started around a house?

What can you do to help make your house safe from fires?



Moving In ✓

One Saturday morning two big trucks stopped in front of the gray house on Driftwood Lane. Two men got out of one truck, took a big, round machine from the back of the truck, and went slowly into the house with it.

"Some neighbors are moving in," called Ellen. "Here are all their things."

"They have a washing machine," said little Nancy. "A big white washing machine to keep their clothes clean."

"Why, Nancy!" laughed Bill. "You made a poem, and you didn't know it."

The men from the other truck were taking out a pretty green bathtub and starting into the house with it.

"Hm!" said Ellen. "If Nancy can make up a poem, so can I.

"Some bathtubs are white
And some are green,
But all of them
Help keep us clean!"

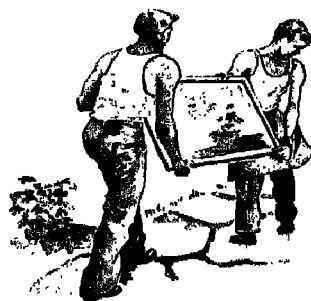
"I guess I can make a poem, too," said Bill. "Here is mine.

"Take baths every week,
Take three or four
Or even more!"

"Isn't this fun?" said Ann. "Now the men are taking in a green washstand. And I can make a poem about that.

"Wash in the morning.
Wash at night.
Wash before eating.
Isn't that right?"

"Uh-oh!" cried Tom.
 "Look what the men are
 taking in now. Who will
 make up a poem about
 a looking glass?"



"Here comes Jack Williams," said Ellen.
 "Maybe he will think of a poem and make
 some of his funny pictures to go with it."

And that is just what Jack did.

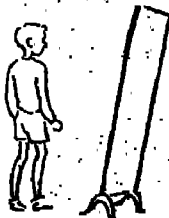
LOOK IN YOUR LOOKING GLASS
 AND WHAT DO YOU SEE?



Hair in place?
 Or all over your face?



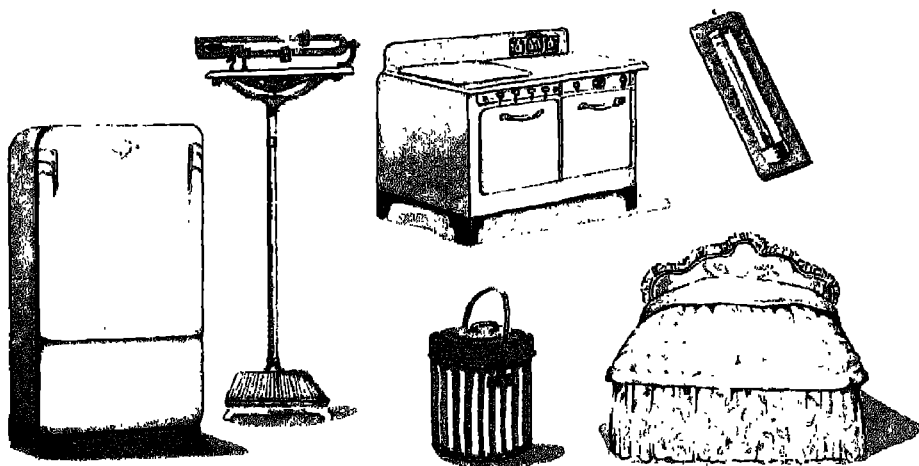
Teeth clean?
 Or not fit to be seen?



Back straight and tall?
 Or curved like a ball?



FOR THESE AND OTHER SIGNS OF HEALTH
 STOP NOW AND LOOK AT YOURSELF.



How Do These Help Us? ✓

All Saturday morning the children watched the different things that were taken into the gray house. Many of them were things we all need to keep us healthy.

You can see some of these things in the picture. How do they help us?

Nancy, Ellen, and the others made poems about the things they saw.

Now you make a poem about something you see in this picture. Tell how we use this thing or why we need it to keep us healthy.

Where Is the New Girl?

No one on Driftwood Lane saw the new family drive up to the gray house, and no one saw them go inside. Everyone was busy eating lunch.

But after lunch the children saw a big red car outside the house, and they guessed what must have happened.

"Oh, dear!" said Ellen. "Wouldn't you know the new neighbors would come while we were eating! Now we don't know what they look like."

"No," said Bill, "and we don't know how many of them there are. We don't even know if they have any children."

"Well," Ann said, "all we can do is wait for them to come out again. They will have to come out some time. Then we can see what they look like and how many there are in the family."

So the children watched the house carefully.

Before long a man came out, walked to the car and took out some boxes, and then went inside again. That is all the children saw of the new family for a while.

But two days later they saw a pretty woman come outdoors with a basket. She put some clothes to dry in the back yard.

"Oh, ho!" said Ellen. "Now I can guess how many new neighbors we have. And one of them is a little girl!"



"Soon that little girl will come out," Ann said, "and then we can all make friends with her."

All the rest of the day the children watched and waited. But no little girl came out of the house.

The same thing happened the next day and the next. The man and the woman next door went in and out, but there was no sign of the little girl.

"What's the matter with that girl?" asked Ann. "Doesn't she know it isn't good for her to be inside all the time?"

"She isn't getting enough sunlight or fresh air or exercise," said Tom. "If she isn't careful, she will get sick and her mother will have to call Doctor Williams."

"I don't see why her mother doesn't make her come out," said Ellen.

"It's a mystery!" said Bill. "The mystery of Driftwood Lane!"

Playing Outdoors

Why were Tom and Ann worrying about the new girl next door?

Doctor Williams had told Tom and Ann that play in the fresh air and sunshine helps make strong muscles. He said they needed to play outdoors two or three hours each day.

How long did you play outside yesterday? Was that long enough?

The boy in the picture at the left works in his workshop every day after school. Do you think it is a good plan for him to work indoors every day? Why or why not?

What are the children in the picture at the right doing? What are some other good ways to get exercise outdoors?





The Lemonade Stand

Tom and Ann Hunt were surprised one hot day to see a lemonade stand on Driftwood Lane.

"Lemonade, lemonade!" little Nancy was calling. "Buy some lemonade."

"Good fresh lemonade!" called Bill.

"Only two cents a glass!" cried Ellen.

"What fun!" said Ann. "Why didn't we think to make a lemonade stand, Tom?"

"I wish we had," said Tom. "We can't even buy anything at this stand. We don't have cents enough!"

"Here come Doctor Williams and Jack," said Ellen. "Maybe they will buy some."

But Doctor Williams didn't buy any of the lemonade. He didn't even come past the lemonade stand. He went hurrying into the gray house where the new neighbors lived.

"See!" said Tom. "Didn't I tell you that girl in there would get sick! Didn't I tell you Doctor Williams would have to come if she didn't ever play outdoors! You just can't stay indoors all the time and keep well."

"Jack," said Ann to Jack Williams, who had come over to the lemonade stand, "is the little girl in that house sick because she never comes outside to play? That's what Tom says about her."

"No-o," said Jack, "that's a pretty good guess, but it isn't right. You see, the little girl has been sick for some time. She isn't well enough to come out and play or even to get up."

"Oh-h-h!" said Ann. "That's too bad."

"Lemonade," said little Nancy. "Want to buy some lemonade?"

"Why, yes," Jack said, "I'll buy a glassful."

So Bill put some lemonade in a glass and gave it to Jack. "That will be two cents," he said.

"Um-m!" said Jack. "This is mighty good lemonade for two cents."

"Hurry up and drink it!" said Ellen. "Your father will be coming out soon, and maybe he will buy some lemonade, too."

"What's the hurry?" asked Jack. "Don't you have any more glasses?"

"No," said Ellen, "we thought one would be enough."

"But you ARE planning to wash this one before you sell any lemonade to my father, aren't you?" asked Jack.

"Oh, no!" Bill said. "There really isn't anything to wash. Lemonade doesn't get a glass very dirty, you know."

"Hm-m!" said Jack. "I could report you to the town health officers!"

"Health officers?" cried Ellen. "Oh, Jack, you are just joking! Why would you want to report us to the health officers?"

"Well, I wouldn't really report you," Jack said. "But if you were in business downtown, the health officers would get after you, all right. You are just not careful enough about spreading disease."

"Oh, my!" said Ellen. "What should we do to be more careful, Jack?"

"If I were you, I would get some more glasses," said Jack. "If you don't, people will have to drink from the same glass, and a lot of germs can be spread that way."

"Then I'll get some more glasses right away," said Bill.

"If you will let us help," said Tom, "Ann and I will get some glasses. When they have been used, we will take them home and use soap and boiling water on them."

So Bill let them help.

"Whew!" puffed Tom as he and Ann came running back with some glasses for the lemonade. "I am so hot I'm sweating."

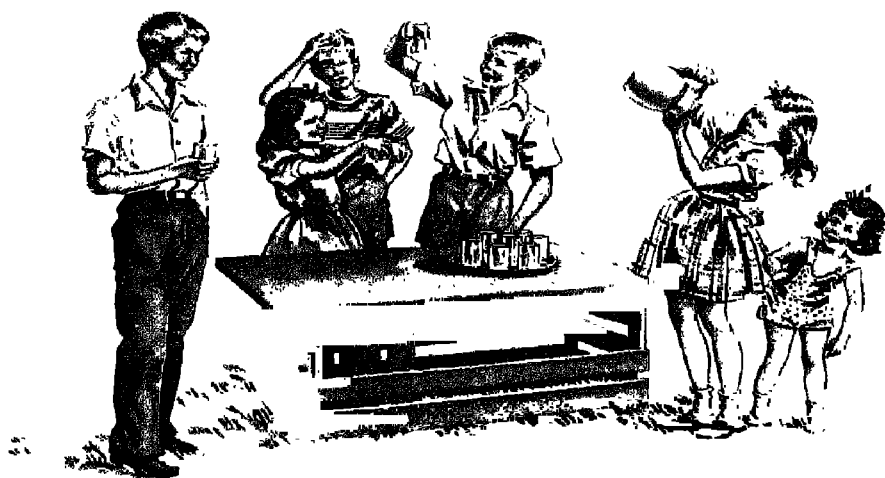
"So am I," puffed Ann. "I wish I had a little of that lemonade."

"I think we should all have some," said Ellen.

And they did!

At last Bill said, "Let's get back to business. We have lots of glasses now, and we should make lots of money."

"Oh, ho!" laughed Ellen. "We can't make any money at all—not until we make some more lemonade!"





How Germs Are Spread

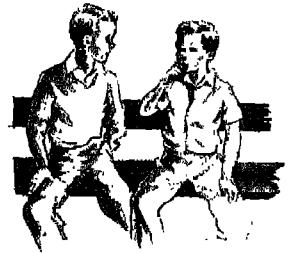
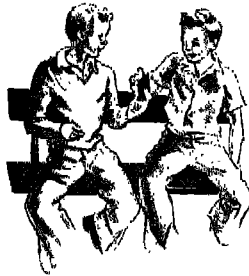
These pictures show what might have happened if Bill and Ellen had gone on selling lemonade from just one glass. Why did Jack Williams say this would not have been a safe thing to do?

Jack knew that we all have some germs in our mouths and that germs can be spread when more than one person drinks from the same glass.

Some of the germs are not in our mouths. They are all around us—on our hands, on our books and papers, and on other things we use every day. The germs are so small we can't see them, but they are there just the same.

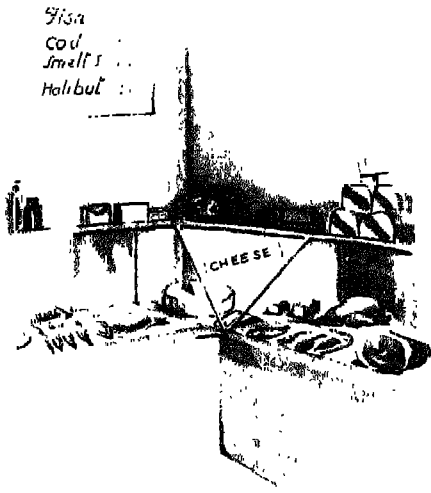
Some germs make us sick, and so we try to keep as many germs as possible from getting inside us.

Are the children in these pictures and in the ones on page 46 helping germs get inside them? What are the children doing that makes you think as you do?





What should the children in each of the pictures have done?

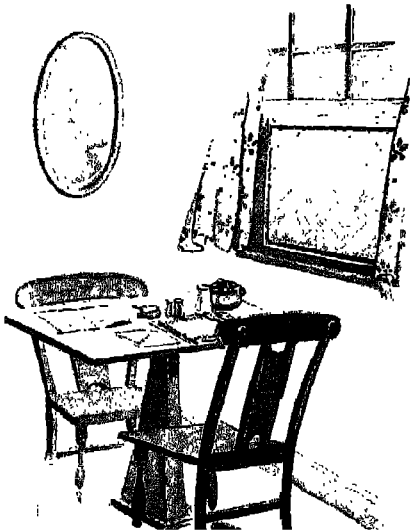


Which Place Is Cleaner?

As you have learned, the health officers in your town try to see that the stores and restaurants are clean. But you can help, too. If you and all others would buy only from clean stores and restaurants, the dirty places would soon clean up.

At which of these stores would you want to buy your food? Why?

At which of these restaurants would you want to eat? Why?



The Mothers Make a Call

When the children told their mothers that the little girl next door was sick, Mrs. Hunt and Mrs. Foster planned to make a call on the new family right away.

"We were going to wait a little until our new neighbors got settled," said Mrs. Hunt. "But if the little girl is sick, we must go this very day. Maybe there is something we can do to help."

"Take us with you," said Ann.

"Oh, yes, take us," cried Ellen.

But Mrs. Hunt said, "No, not this first time. We know the little girl is sick, but we don't know what is the matter with her. She might have some disease that you could get, too. No, you can't go over there until we find out what kind of sickness the little girl has. It just wouldn't be safe."

And Mrs. Foster said the very same thing.



"Well," said Ann, as the mothers started off, "be sure to find out what the girl's name is."

"Yes, and tell her to hurry up and get well," said Bill.

"We will tell her," said Mrs. Foster. "We will tell her that you want to be her friends."

And off went the two mothers to the house next door.

The children watched while the pretty woman in the gray house came to the door, talked to their mothers, and asked them to come inside.

The mothers talked for some time to the new neighbor, Mrs. White. They told her how pretty the gray house looked now and how glad they were to have some good neighbors living in it.

Then Mrs. Hunt said, "We just heard that your little girl has been sick. We hope she will be better soon."

"So do I," said Mrs. White slowly, "but Susan has been sick for weeks. Even now she isn't strong enough to be up."

"Now don't you worry," said Mrs. Foster. "It's quiet on Driftwood Lane, and we have good fresh air and sunshine here. All these things will help make your little girl better. I know they will."

"Our children said to tell her to hurry and get well," said Mrs. Hunt. "They want to play with her."

"Would you let them come to see Susan?" asked Mrs. White.

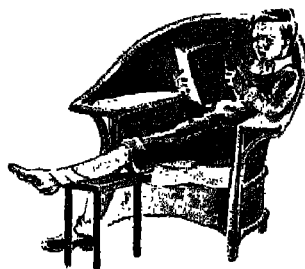
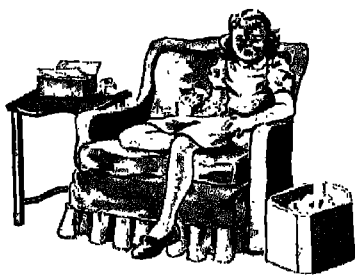
Mrs. Hunt and Mrs. Foster looked at each other, but they didn't say a thing.

"It is safe for them to come," Mrs. White went on. "Susan is sick, but there aren't any germs for other children to get. I only hope they will want to come."

"Want to come!" laughed Mrs. Foster. "They want to come so badly that it was all we could do to keep them home today."

"Just look out there!" laughed Mrs. Hunt as she walked over to the window. "Our children are almost in your house right now. And tomorrow they will be here for sure!"





The Safe Thing to Do

Why did Mrs. Hunt and Mrs. Foster call on the new neighbors without taking the children along?

Before you go to see people who are sick, it is a good plan to find out what is the matter with them. If they have some disease that you could get, you might write a letter or telephone to ask about them. But it would not be safe to go to see them.

Which children in the pictures above would it be safe for you to call on? Why?

The Children Make a Call

The next day the children were busy getting ready to go to see Susan White.

At the Hunts' house Ann was putting fruit in a basket to take to the sick girl. And Tom was worrying about what to do when they saw Susan.

"Can we talk?" he asked his mother. "Or must we be very quiet?"

"You can talk," said his mother. "Susan is well enough to see people and talk to them. So talk to her as you would to any of your friends. Just be yourself, Tommy, and don't worry."

At the Fosters' house Ellen was getting one of her best dolls ready to take to Susan. And Grandmother and Grandfather were giving Bill two little things they had made for the sick girl.



At last the five children were ready, and they started off to Susan's house.

Mrs. White was very glad to see them, and she took them right to Susan's room.

"Oh!" thought Ann. "What a pretty housecoat Susan has!"

"Oh, my!" thought Ellen. "I never saw a room as pretty as this one! Susan has everything, I guess."

"Susan," said her mother, "here are your neighbors—Ann, Ellen, Nancy, Bill, and Tom. They have come to see you."

Susan looked at the children, but she didn't say anything. She didn't even say "Hello" to them.



"Here are some chairs, children," said Mrs. White. "Make yourselves at home now and talk to Susan."

Then she left the room.

"Here is some fruit, Susan," said Ann.

But Susan did not look at the fruit.

"I have one of my dolls here," said Ellen. "You can keep it and play with it for a week or so."

But Susan did not look at the doll.

Then Bill gave Susan the two things his grandmother and grandfather had made.

But Susan did not look at the things. She did not eat the fruit. She did not do or say anything at all.

"Oh, my!" thought the children. "Mrs. White said we should talk to Susan. But what can we talk about? She won't say anything to us."

So the children all sat very quietly. No one said a thing.

All at once Nancy saw a little box on the bed. She looked at it for a long time. Then she took it in her hands and opened it.

"Tra-la-la-la-la!" sang the little box.

How Nancy jumped! And how the others laughed and laughed.



But Susan did not laugh. She didn't even look at the other children. When they saw this, they stopped laughing.

Then Ann got up to go. "Good-by, Susan," she said. "We hope you will soon get better."

All the other children got up to go, too. "Good-by," they said. But Susan didn't say anything at all.

"Oh, dear!" thought the children as they went out of the room. "We won't come back here again. Susan doesn't like us. She just doesn't like us at all."

Mrs. White took the children to the door. "Good-by, children," she said. "You will come back again soon, won't you? Don't wait to be asked, but come over any time."

The children did not like to tell Mrs. White that they didn't want to come back. So they didn't say anything at all.

"You can help Susan," Mrs. White went on. "You can do so much for her. I am sure you can help her get well. Do come back again soon."

"All right, Mrs. White," said Ellen at last. "We will come again."

But not one of the children really wanted to come back to see Susan. All they wanted to do was to get home just as fast as they could get there!



What Can the Children Do?

Mrs. Hunt and Mrs. Foster were canning some fruit in the Fosters' kitchen.

Suddenly five children came running in.

"Oh, Mother," cried Ellen. "Susan didn't like us. I know she didn't!"

"Mrs. White asked us to come back again," said Ann. "She said we could help Susan get well. But we can't help her. We aren't doctors!"

Mrs. Hunt and Mrs. Foster looked at each other. They started to say something, and then they stopped.

"Why, Susan has everything," cried Ellen. "She has such pretty clothes and such fine toys and such a pretty bedroom! We can't do anything for her."

"She didn't even look at the things we took her," said Bill. "I don't think she wants anything we can give her. She doesn't have to! She has everything!"

"Y-yes," said Ann slowly, "Susan has a pretty room and fine clothes and lots of toys. But I wouldn't like even those things if I couldn't run and play."

Then the children began to think. They thought about their outdoor games and their yards and their pets. They thought about all the fun they had running and playing.

At last Bill said, "Ann is right. I wouldn't like anything if I had to stay in bed all the time."

"No," said Ellen, "I wouldn't like anything at all if I couldn't run and play."

Mrs. Hunt and Mrs. Foster looked at each other again. They knew that they didn't have to explain anything now.

"But what can we do?" asked Tom. "I don't see how we can make her well. Why does her mother think we can help? We aren't doctors or anything like that."

And no one knew what to say.

Suddenly little Nancy looked up. "Susan is funny," she said. "Susan never laughs."

"That's it!" cried Ann. "That's how we can help. We must think of some way to make Susan laugh."



Doctor Williams Helps *June*

The children thought and thought of how they might get Susan to laugh. But no one could think of a really good way.

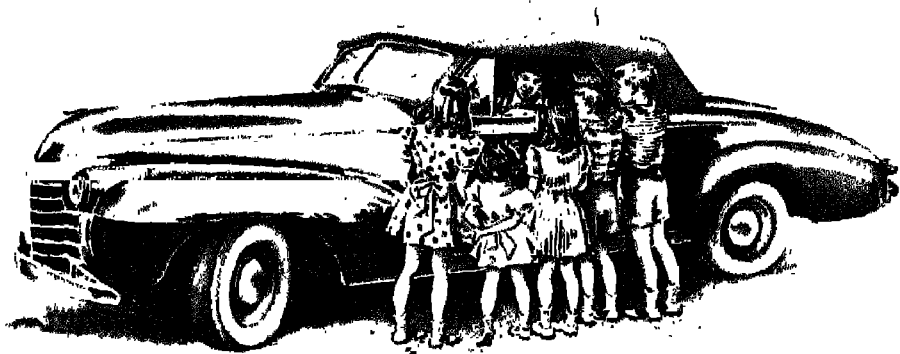
At last Bill said, "Let's ask Doctor Williams. He knows all about sick people. He must know what we can do."

So they watched until they saw Doctor Williams' car go up his driveway. Then they hurried over to talk to him.

After the doctor had heard their story, he said, "Susan needs to laugh, all right. And I'll see if I can't help you make her do it. But Susan needs help in other ways, too."

"What do you mean?" asked Ann. "What kind of help?"

"Help in doing things for herself," said Doctor Williams. "You see, she has been very sick for a long time, and everything has been done for her."



Then he went on to explain, "Now Susan is strong enough to help wash herself, brush her teeth, clean her nails, and things like that. But she is so used to being waited on that she won't try."

"When will Susan be getting up?" asked Nancy.

"She will be up in a wheel chair before long," said Doctor Williams. "But it may be some time before she walks. After being sick as long as she has been, she will have to learn to walk again."

"But she will learn all right, won't she?" asked Ann.

"Let's all hope so," said the doctor.

"I took her some fruit the other day," said Ann. "If she eats that, it will help make her strong and healthy, won't it?"

"Yes," said the doctor, "and that makes me think of something else you could do. Susan needs good foods to help make her strong and well, but she doesn't want to eat very much these days. Maybe you can think of some way to make her want to eat."

"What should she eat?" asked Ellen.

"The very same kinds of foods that YOU should eat every day," said the doctor. "And all of you know what they are."

"Yes, I know," said Bill. "Foods like meat, green and yellow vegetables, bread, butter, and fruit."

"And other foods, too," said Ann. "Foods like eggs and milk."

"Hm-m!" Bill said. "Now I know what we can do to help Susan. And if we do it, she will get a good laugh, too!"

Foods You Need

What were some of the foods that Bill and Ann said children should eat every day?

Here is a list of all the kinds of foods that should be in your diet each day to keep you strong and healthy and as safe as possible from disease.

EAT SOME FOOD FROM EACH GROUP EVERY DAY

GROUP ONE

Green and yellow vegetables



GROUP TWO

Oranges, tomatoes, grapefruit



GROUP THREE

Potatoes and other vegetables and fruits



GROUP FOUR

Milk and cheese



GROUP FIVE

Meat, poultry, fish, and eggs



GROUP SIX

Bread, flour, and cereals

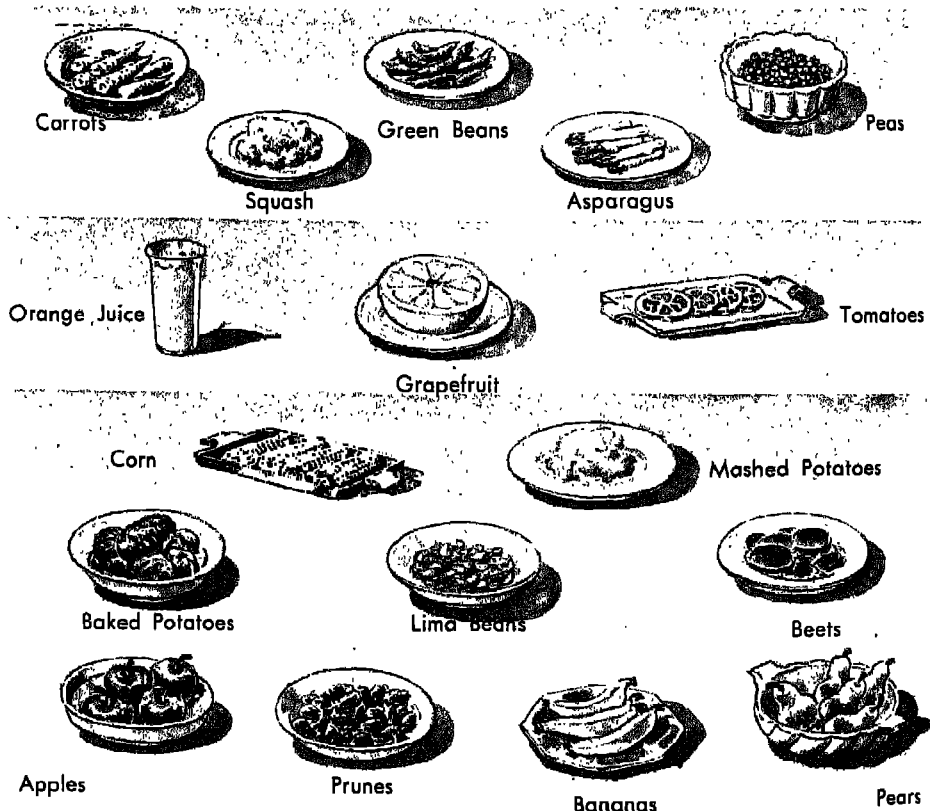


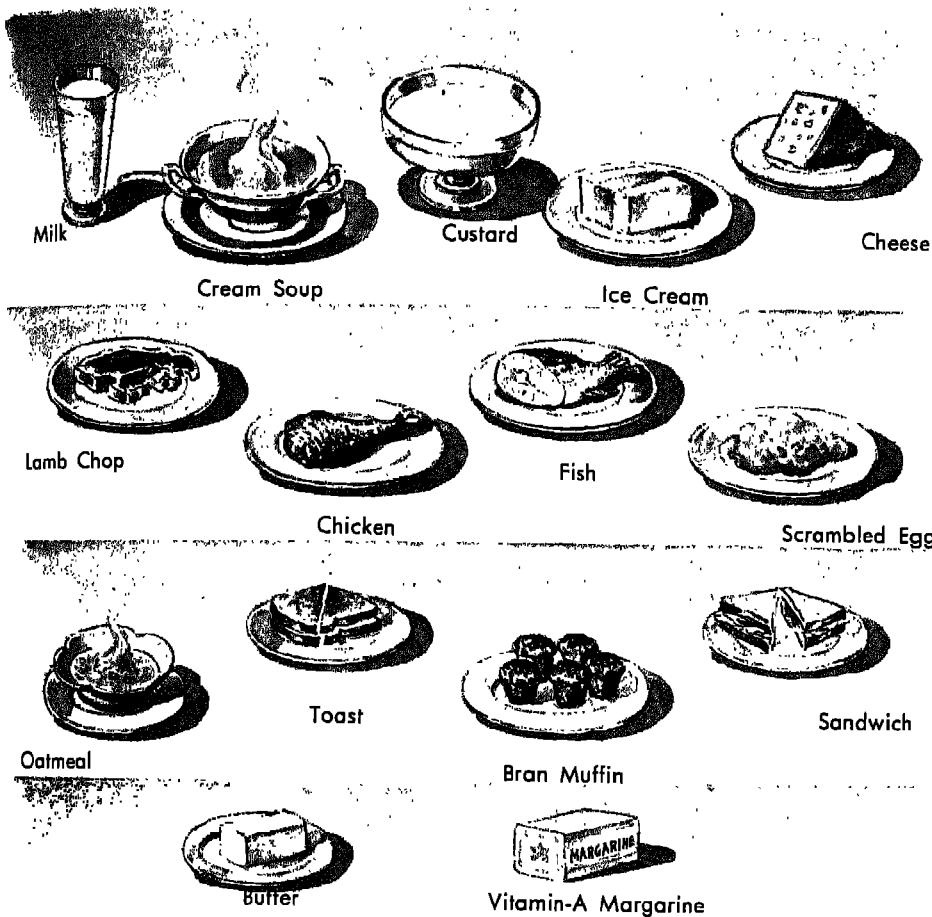
GROUP SEVEN

Butter and vitamin-A margarine



See if you can plan a breakfast, lunch, and dinner for one day that will include all the kinds of foods you should have each day. Use the list on page 65 and the pictures on these two pages to help you. After you have listed all the foods you need, you may include cookies or some other sweet food.





Now think of the foods you had for all your meals yesterday. Did you eat some food from each of the seven groups?

Watch your diet from now on and check it now and then with the list on page 65.

Susan Laughs

One day when Doctor Williams was hurrying along the lane, he stopped in surprise. Some very funny things were happening outside Susan's house!



"What's going on here?" asked Doctor Williams.

"We are all ready now," cried Bill. "This is the day we are going to make Susan laugh."

"If you are going in to see Susan, will you help us?" asked Tom. "Will you take Spot with you? He has something for Susan—a little book we made for her."

"Be sure that Susan reads our book," said Ellen. "We made it just for her, and we think it's funny. It should make her laugh if anything will!"

"I'll do everything you say," said Doctor Williams. "If you can make her laugh, you can do as much for her as I can."

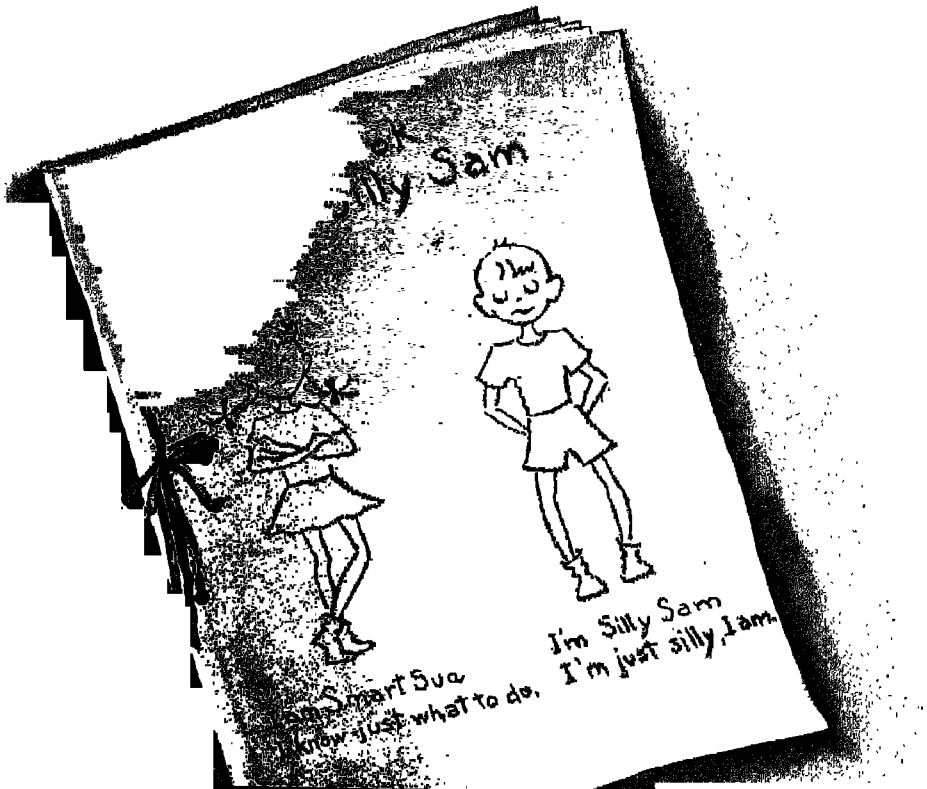
Then he started into the house, calling to Spot to come with him.



When Susan saw Spot come galloping into her room, she had to laugh. She just couldn't help herself.

Then Spot came over to her bed and let the little book fall right into her hand.

Susan looked at the book, opened it, and began to read. The more she read, the more she laughed! Here are some things she saw.

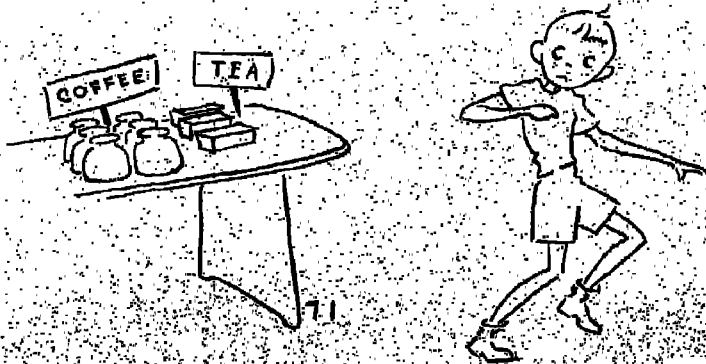


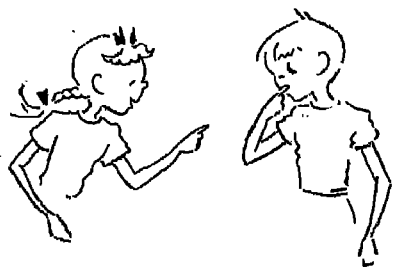


Milk for Silly Sam

"Sam," said Smart Sue, "drink three or four glasses of milk every day and stay away from tea and coffee."

Sam started home. Then he saw some coffee and tea. And he stayed away from them, all right! He was very silly, Sam was!





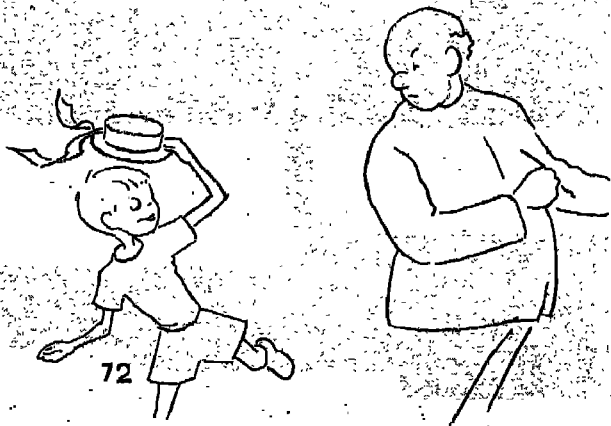
Silly Sam and His Teeth

"Look at your Teeth, Sam," said Smart Sue. Don't you know that you should brush them in the morning and after you eat? Don't you know that you should go to see your dentist two or more times a year?"

So Sam brushed his teeth and then went to see his dentist.

"Hello," he said to the dentist.
"How are you? Good-by!"

And then he went home again,
that silly, silly Sam!





Sam and His Nails.

"Oh, Sam," said Smart Sue. "Clean your nails, and do be more careful about them. Why, you bite your nails!"

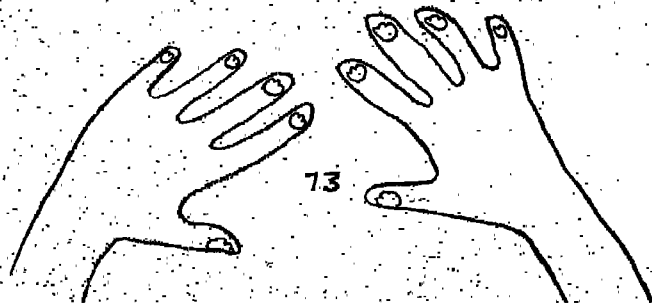
That made Sam feel bad and so he started home.

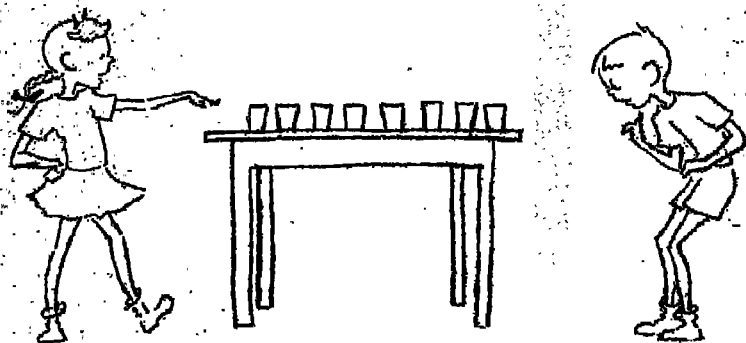
"Be careful how you bite your nails after this," Sue called after him.

So Sam was careful. He was very careful.

"I bite my nails very well now," he said at last.

He was mighty silly, he was!





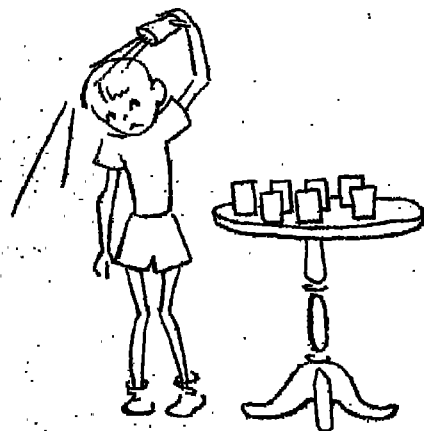
Sam and the Water

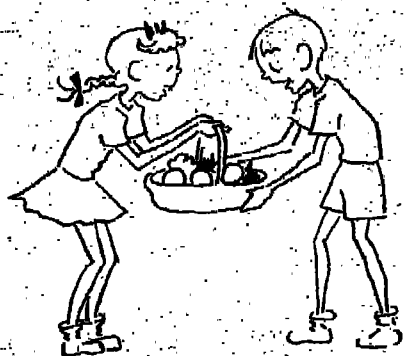
One day Sue said "You need more water Sam. You need about this much water every day."

Silly Sam went home. He got as much water as Sue said he should have.

And this is what he did with it.

He was very, very silly, that Silly Sam.





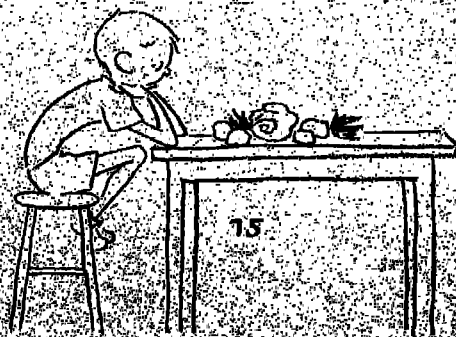
Silly Sam and the Food

"Look, Sam," said Smart Sue. "These things will help you. Take them home with you."

So Sam took home the things that Sue gave him. But he did not eat them. Oh, no! He only looked at them.

"It is funny," he said after two days. "Sue said these would help me. But they don't. It is very funny!"

But the funny thing was Silly Sam!



When Doctor Williams came out of Susan's house, five excited children were waiting for him.

"Did she like our book?" asked Bill.

"Did she laugh?" asked the others.

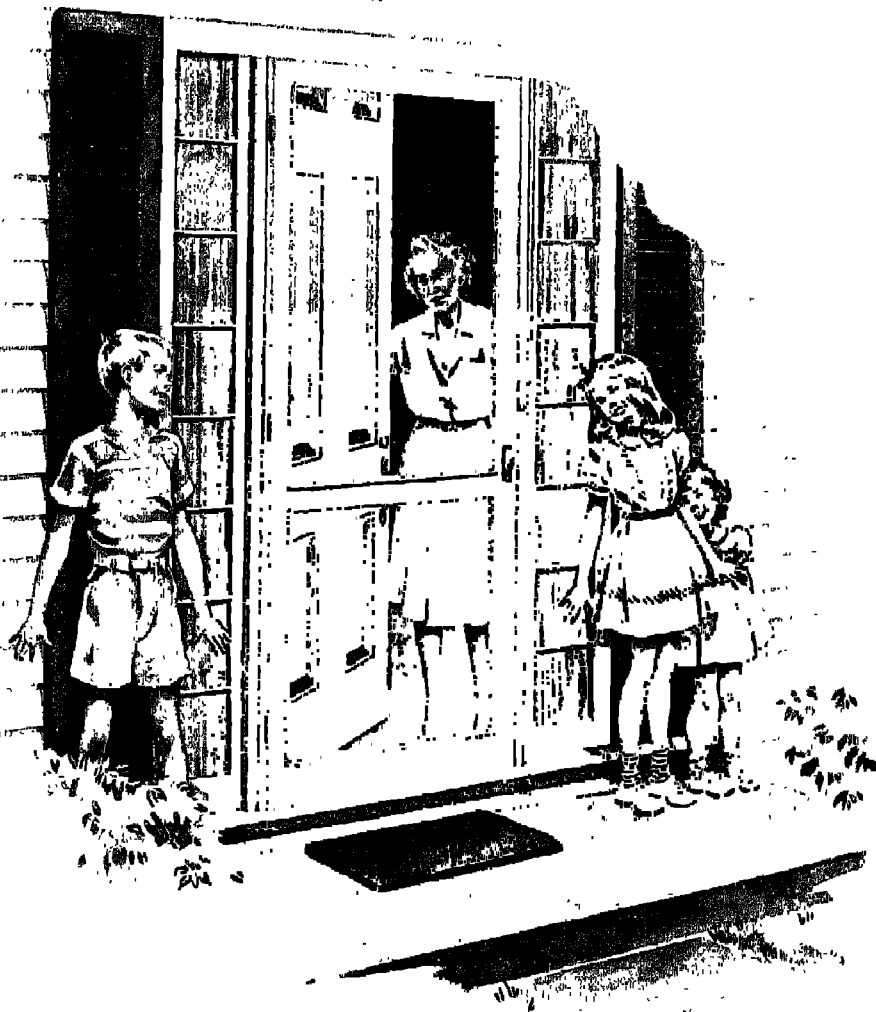
"Laugh?" said the doctor. "I should say she did, and so did I! That was a good plan you had!"

"Is Susan all well now?" asked little Nancy.

"No, no, not all well," said Doctor Williams. "But she is much better, and with such good neighbors as you she may be well sooner than we think!"



The Foster Family



A Hobby for Susan ✓

"Oh, dear!" said Ellen. "We must do something about poor Susan! I feel so sorry for her, I don't know what to do."

"Why, I thought Susan was happier now that you are playing with her," said Mother.

"She is," said Bill, "but next week we will all be back at school. Then what will Susan do all day? Who will play with her then?"

"That's true," said Mother. "Even Nancy will be away at nursery school."

"Susan needs a hobby," said Father.

"That's it!" said Ellen. "A hobby would keep her busy while we are away. Let's try to think of a good hobby for her."

"Let's see," said Bill. "She couldn't collect pieces of driftwood the way Jack does, could she? She must have a hobby that won't take any walking. But what could it be?"

So all the family thought and thought.



At last Grandmother said, "Maybe the little girl next door would like to knit. I could show her how to knit

some clothes for her dolls."

"I could show her how to make a little pocketbook like this one," said Grandfather. "I'm sure it wouldn't be too hard for her."



"I could send some picture cards when I go away on business," said Father. "She could save them all and put them in a

little book. Lots of children like to do that for a hobby."



"Making soap animals like this one might be a good hobby for Susan," said Ellen. "I could help her do that."



"I would be glad to get books at the library for her," said Bill.

"Then reading could be her hobby."

"Look!" said Mother. "I am not using this any more. I could show Susan how to make something pretty for her doll house."



"See here," said little Nancy, who didn't really know what a hobby was. "Here is something Susan could do. She could eat these animal cookies!"

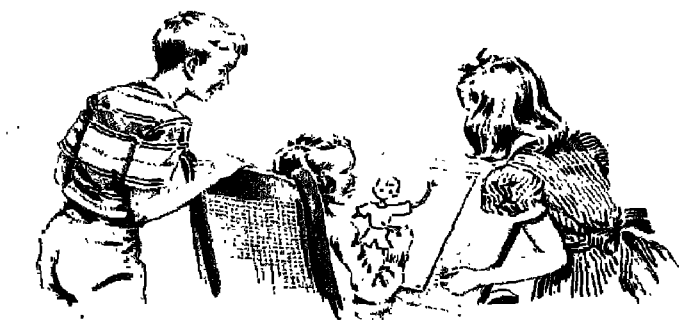
Then the children hurried over to tell Susan about the different kinds of hobbies she might have. But what a surprise! Susan was working away busily.



"See what I painted!" she said happily. "And I am going to paint more pictures. Father says I can paper my room with pictures if I want to! It will keep me busy when you go back to school."

"Why, Susan," said Ellen, "you have a hobby after all, haven't you?"

"It's the best kind of hobby, too," said Bill. "It's the kind you thought of all by yourself!"



What Happened to Nancy?

"Hello, Susan," said Ellen. "You are out here early this morning, aren't you?"

"Yes," said Susan. "I had breakfast with Daddy before he went to work."

"Why, you have painted another picture," laughed Bill, "and I know what it shows!"

"If you will come inside after a while," said Susan, "you can help put up the picture in my room."

"Well," said Ellen, "we can't come this morning, but we will come after lunch. We have to see Doctor Williams in a little while. Every year we go to see him before school starts. He looks at us to see if we are as healthy as we should be."

"I like Doctor Williams," said Susan. "I am going to try to do everything he tells me to do. Then maybe I'll be well enough to go to school with you soon."

"Fine!" Ellen said. "And I'll tell you what, Sue. We will come after school every day and play with you. We will tell you everything that happens at school."

"We will show you——," began Bill, but suddenly he stopped talking. Down the street came little Nancy, crying as hard as she could cry.

"What's the matter, Nancy?" asked Bill.

"Oh-h-h!" cried Nancy. "A big old dog—took a big bite—oh-h-h!"

Bill didn't wait to hear any more.

"Come on," he said. "We must get Nancy to the doctor right away. Dog bites can be dangerous."

So Bill and Ellen hurried Nancy down the street to see Doctor Williams.

"Oh-h!" cried Nancy as they went in the side door to Doctor Williams' office. "Oh-h-h! That mean old dog!"

"What's that?" asked Doctor Williams. "Did a dog hurt you, Nancy? Come here and let me see what's the matter."

"She said something about a dog bite," said Bill. "So we thought you should see her right away. We came as fast as we could."

"Good boy!" said the doctor. "You did just the right thing." Then he looked at Nancy and said, "Show me, Nancy. Show me where the bite is."

Little Nancy put out her hand. "It was here," she said. "I had my big cookie right here, and that mean old dog took it away from me. That's what he did! He took it away and ate it in one big bite." Then she began to cry again.



"Oh!" said the doctor. "The big dog bit the cookie and didn't really bite you! Well, now, don't cry! We can fix that."

Then Doctor Williams took the three children to the kitchen. There he asked Mrs. Valentine, his housekeeper, to give them all some milk and cookies.

"We are sorry we bothered you," said Bill as they sat there eating.

"No bother at all," Doctor Williams said. "I was planning to see you this morning anyway."

"Why, that's so!" laughed Ellen. "We forgot about that. We were coming here later, but we got here earlier!"



Dog Bites

Why did Bill think he should get Nancy to the doctor as soon as possible? Bill was right in thinking that dog bites can sometimes be very dangerous.

We must be careful about any cut that makes an opening in the skin. Germs can get inside us through a cut. We take care of a small cut by putting a clean cloth on it. We should see a doctor if the cut is a bad one. He will wash the cut and put some medicine on it to kill any germs that may be there.

But we must be even more careful about a cut made by a dog's teeth. A doctor should see a cut of this kind at once, for the dog may have left germs of one of his diseases in the cut. The doctor will not only take care of the cut. He will have the health officers put the dog where it can be watched for a while for signs of disease.

If the dog shows signs of disease, these officers tell the doctor. Then he gives medicine to the person with the dog bite. The medicine keeps the person from getting the disease, too.

If a dog should ever bite you, report the bite at once to your mother or some other grown person who will see that a doctor is called. Also try to remember what the dog looked like that did the biting.

Signs like the ones below will help you remember to be careful about dog bites. Why is each of these signs a good one? What would you put on a sign about dog bites if you were making one?



Going to See the Doctor✓

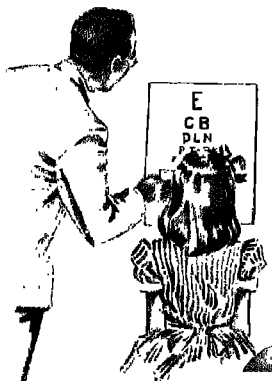
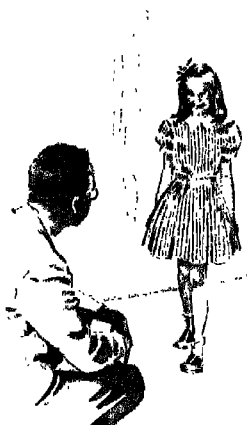
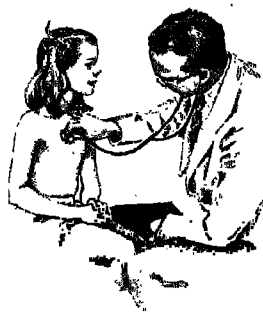
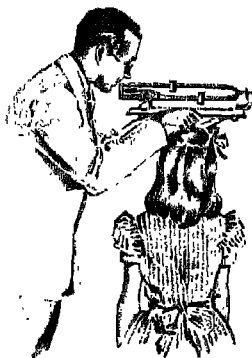
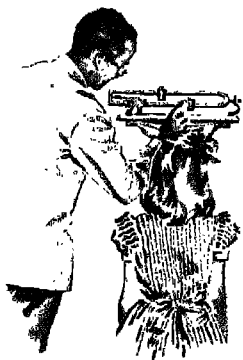
Why did Ellen, Bill, and Nancy go to see the doctor each year before school started?

Ellen's mother wanted to be sure her children were strong and healthy so that they could do their best work at school. She wanted to have their eyes examined to see if they needed glasses. That is why she was careful to have her children see the doctor before school began.

The pictures on the next page show how Doctor Williams examined Ellen. What is happening in each picture? Why is each part of this examination important?

When were you last examined by your family doctor? Is it time that you went again to be examined?

Remember that if you see a doctor when you are well he can often keep you from getting sick.



A Surprise for Bill

"Where is Bill?" someone would ask at breakfast time each morning. And someone in the Foster family would always say, "Bill just isn't ready yet."

The week before school started, Mother got worried. "I don't like to hurry Bill," she said. "I know it always takes him a little longer to get dressed. But when school begins, he may have trouble getting there on time."

"Bill plays while he is dressing," said Grandfather. "That's one of the things that slows him up."

"I used to do that when I was a boy," laughed Father, "but one day my brother played a joke on me. That day I got to breakfast on time!"

Then Father told about the joke, and Ellen said, "Let's play a joke like that on Bill tomorrow morning."



When Mother called Bill the next morning, he sat up and started to put on his house shoes. But the left shoe just wouldn't go on! So Bill took it off to see what the matter could be.

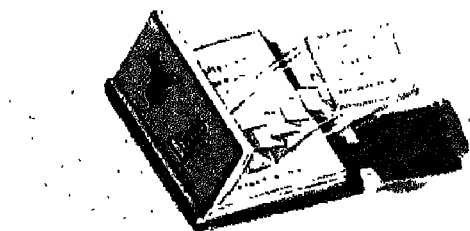
There inside his shoe was a piece of paper. Bill took it out, and on it he saw a little sign which said:

Get up, Bill! Don't stop to play!
Go to the bathroom right away.
While you are there
Wash, brush your teeth,
And comb your hair.

Bill was so surprised that he jumped off the bed and hurried to do just what the sign told him to do.

Then he went back to his room to start dressing. But there on a chair was a book he had been reading the night before. So he thought, "I'll just read a little, and then I'll get dressed."

Bill opened the book and WHIZ!—out came a little sign.



The sign said:

Put on clean clothes.

Brush your shoes.

Come on, Bill.

There's no time to lose!



Again Bill was so surprised that he hurried to do just what the sign told him to do.

But when he began to put on his coat, he had a little trouble getting his arm in.

Then out from his coat fell another sign saying:

Come on! Don't be so slow.

We are waiting downstairs.

There's a surprise, you know!

So Bill hurried downstairs, and there he found the family just getting ready to eat breakfast.

"Here I am," he puffed. "Where's the surprise?"

"Well," laughed Ellen, "you are on time for breakfast, and that is a surprise for us. And here is another surprise—one we fixed just for YOU!"





Good Health Habits

Here are the things the signs told Bill to do before coming down to eat breakfast. What does each picture show?

You should get the habit of doing these things each morning, too. Which of these things do you always remember to do? Which do you sometimes forget? How might you help yourself remember to do all these things each morning?

Here are some of the things that Ellen did before breakfast each morning. What did Bill do that she did not do? Why are all these things important to remember?

Which things shown in the pictures on these two pages should you do again before you go to bed? What other things should you do before going to bed?



Saturday at the Fosters'

It was Saturday morning, and everyone was very busy in the big white house where the Fosters lived.

Father and Grandfather were busy washing the car, and Bill was hard at work washing some windows.

Inside the house Mother and Grandmother were cleaning the kitchen, and even little Nancy was hard at work.



Ellen was busy, too. But she wasn't busy with housework. She was busy running to and from the house next door.

"I am helping Mrs. White take care of Susan," she called as she hurried past Grandfather Foster. "You would be surprised to see how much help I am."

"Harumph!" said Grandfather. "Being helpful is a fine thing, BUT——"

"Hm!" thought Ellen. "Grandfather is cross today. You would think he would be glad to know that I am helping poor, sick Susan and her mother!"

A little later Ellen came into the kitchen looking for some rags.

"I am going to see if Mrs. White won't let me help clean Susan's room," she said. "So I'll need some white rags."

"Harumph!" said Grandmother, as she stopped her work to look for the rags Ellen wanted. "It's all right to be helpful, BUT——"

"What's the matter with Grandmother and Grandfather?" thought Ellen. "Why do they keep on saying, 'It's fine to be helpful, BUT——'? I should think they would be glad to have me help Susan!"

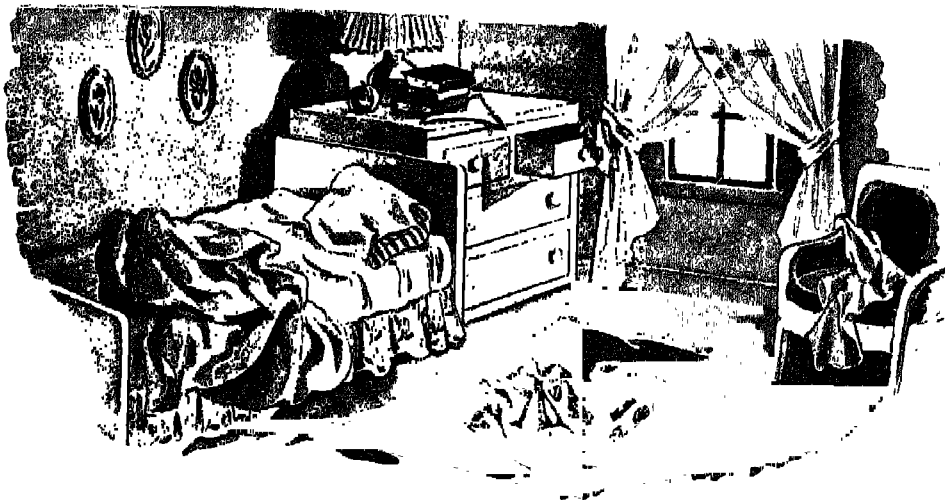
And that is the way it was all morning. Every time Ellen came home to ask for something, she had the feeling that people were cross with her.

"I just don't understand it," she was thinking as she went up to her room to get a book for Susan. "Monday we will be back at school, and poor little Susan will have to stay at home. So I just have to be as kind to her as I can."



As she hurried along, Ellen noticed how neat and clean the house was.

Then she opened the door to her own bedroom, and this is what she saw.



"Oh-h!" thought Ellen. "Now I know what Grandmother and Grandfather meant when they said, 'It's fine to be helpful, BUT——.'"

What do YOU think Ellen's grandmother and grandfather meant?



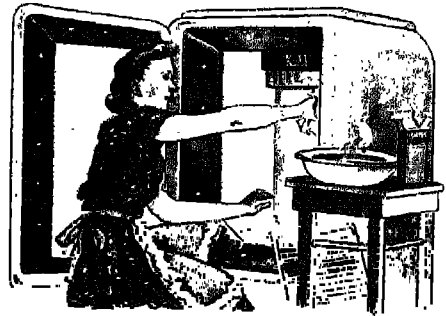
Clean Homes

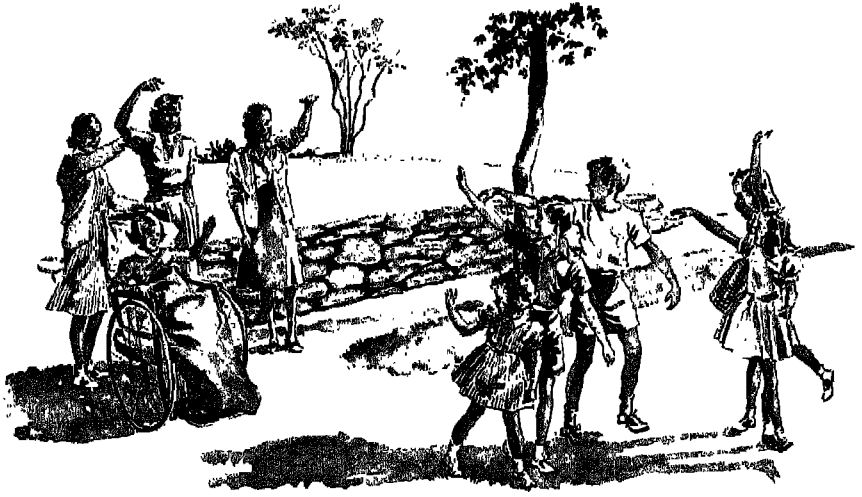
Saturday was cleaning day at the Fosters'. On which day is most of the cleaning done at your house? What are some things your mother does then? What do you do to help?

You may sometimes wonder why your mother works so hard to keep the house clean and neat. She does this so that you will be happier and more comfortable. Look at the pictures above. How would you feel if you lived in a house like the one in the picture at the left? How would you feel if you lived in a house like the one shown at the right?

Your mother knows that a clean, neat home makes you feel happier and more comfortable. She knows such a home is more healthful to live in, too.

By cleaning often with soap and hot water we can help to keep our houses as safe as possible from germs that might make us sick. Look at the pictures below. What kinds of housecleaning do you see? Why must we be very careful to keep places like these clean?





Off to School

Monday was a big day for the children on Driftwood Lane. It was the day that school started again after the long summer,

Tom and Ann, dressed in new clothes, came to call for Bill, Ellen, and little Nancy. And Mrs. Hunt, Mrs. Foster, Mrs. White, and Susan came out on the sidewalk to say good-by.

"Good-by," called Mrs. Foster. "Be sure to take good care of Nancy, and watch the cars at the street crossings."

"We will," the children called back.

Then they hurried along the lane until they came to the first street crossing.

"Look, Nancy!" said Bill. "There isn't any stop light here, and there isn't any policeman. So you have to be very, very careful. You must look to the left and look to the right to see if any cars are coming. You must look behind you, too, when you cross the street."

Little Nancy did what she was told. "No cars coming," she said, and then they all crossed the street.

Soon the children came to the next street crossing. "See the stop light," said Ellen. "You must watch it, Nancy."

"I know about stop lights," said Nancy. "Red says 'Stop.' Green says 'Go.' "

Then they waited for the green light before they crossed the street.

"The patrol boy will be at the next crossing," said Tom. "You must do just what he tells you to do, Nancy."



"Who is the Patrol boy?" asked Nancy.

"Look down the street," said Bill. "You can see him down there. He helps school children cross the street."

"No-o!" said Nancy, as they came nearer the crossing. "He is not the Patrol boy."

"Oh, Nancy," laughed Ellen. "You are so funny! Why, we know that he——"

But Nancy had run on down the street to get a better look at the boy.

Soon she cried, "See! Nancy's right. He isn't the Patrol boy. He's the Williams boy!"

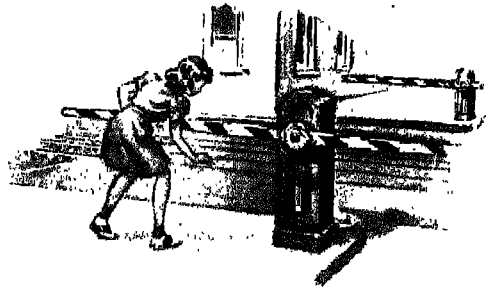
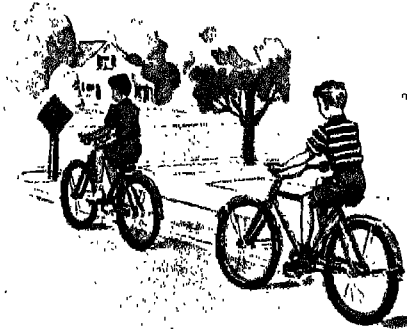
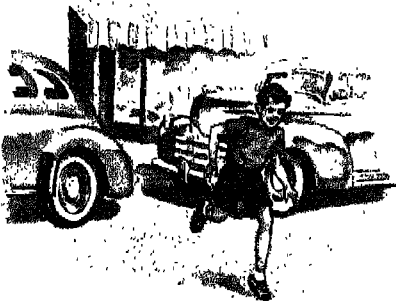


Safety Rules

What were the safety rules that the children talked over with Nancy? Why is each of these rules important?

There are other important safety rules to remember when you are going to school and to other places, too. What are some of them?

Which children in the pictures below are following safety rules? Which ones are not? Now see if you can make up a good safety rule to go with each picture.



Accidents can happen at school as well as on the way to school. So you must be careful at school, too.

The pupils in the pictures below are not being very careful. What are they doing that might make someone get hurt? See if you can make up a safety rule to go with each picture.



Fun for Everyone

Monday was a long, long day for Susan, but at last school was out and down the street came Tom, Ann, Ellen, and Bill. With them were two children that Susan had never seen before.

"Hello, Susan," called Ellen. "We said we would play with you after school, and here we are."

"Susan," said Ann, "here are Jill Green and her little brother Johnnie. They live over on the next street. Jill and Johnnie, this is our friend, Susan White."

Then Susan and the other two children said "Hello" to each other.

"Oh, my goodness," cried Jill, looking at Susan's wheel chair. "Do you have to sit in that old chair all the time? You can't play, can you? You wouldn't be much good in any of our games."

"Oh, dear!" thought Susan, and suddenly she began to feel very sorry for herself. "I guess Jill is right. I wouldn't be much good in a game. I guess they wish I would go away." And with that thought she was almost ready to cry.

"Come on," said Ellen, who saw that Susan's feelings were hurt. "Let's think of a good game to play."

But before Ellen could get the game started, Jill went on, "Say, Susan! Can't you go to school like we do? Can't you ever get out of that chair and walk?"

"Jill," said Bill, "Susan has been sick, and her legs aren't very strong. But she is getting better. Come on, let's play now."



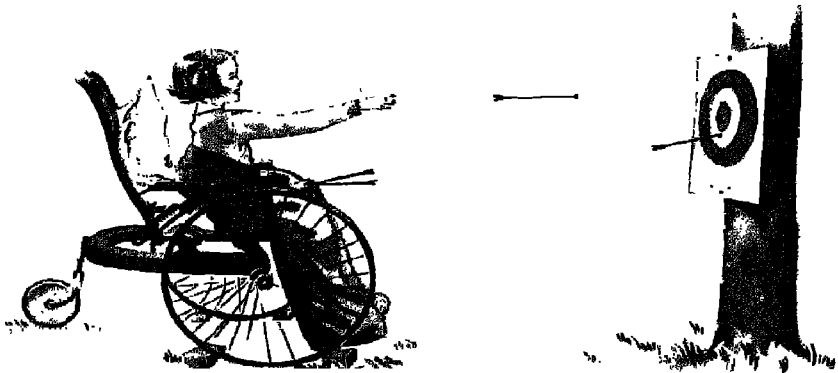
Then the children played hide-and-seek for a while. "Wheel!" cried Johnnie when it was his time to look for the others. "This is a good game. I always did like it!"

"You know," said Tom, "it's a good game for us, but it can't be much fun for Susan. Let's play something she can play, too."

"Do you want to come up to my room?" asked Susan. "I have some games up there."

"No-o!" said Ellen. "I think we should play outside as long as we can. I'll tell you what! I'll get one of my games, and then we can all play."

So Ellen got her game, and soon they were all having fun. But Susan seemed to be having the most fun of all!



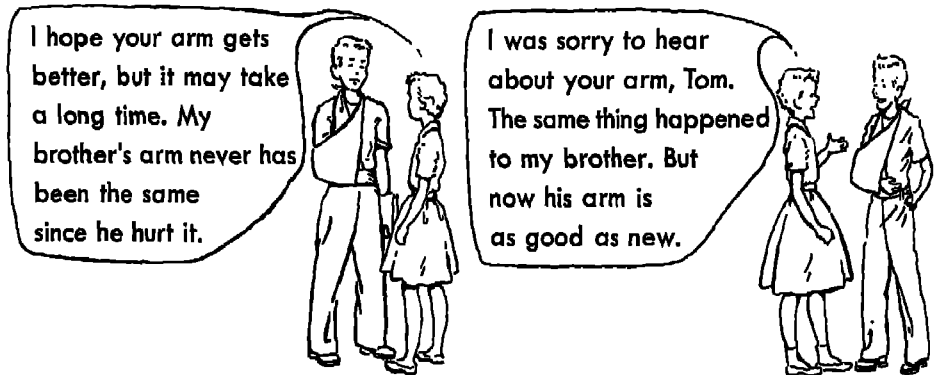
Which Should You Say?

What did Jill say that almost made Susan cry? Why do you think that Susan's feelings were hurt?

Notice that Bill explained why Susan couldn't walk, but he wasn't unkind.

We must be careful when we are talking to people who are sick or crippled. We don't want to say anything that will make a sick person feel that he is very sick or that he may not get any better. We don't want to make a crippled person feel that he can't take part in games or in the fun others are having.

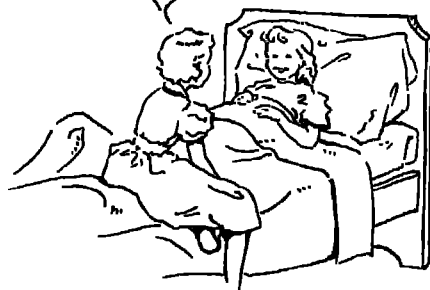
Look at the two pictures below. Which one shows the better thing to say? Why?



My, Patty! You have been very, very sick. I guess you won't be back at school for a long time, will you?



We miss you at school. Everyone said to say "Hello." Jane and Sally are coming to see you soon.



Which picture shows the kinder thing to say? Why?

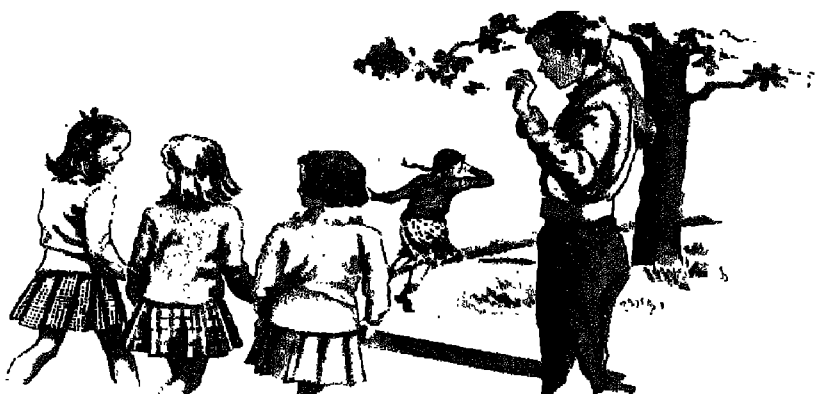


How can you play ball with that big metal thing on your leg?

Let's have some fun. How about a game of catch?



Which picture shows the better thing to say? Why?



Ellen Finds Out

When Jack Williams was helping children to cross the street one day, he heard some girls calling:

“Funny Gertie,
Go away!
Dirty Gertie,
You can't play!”

The girls called this over and over until the little girl named Gertie ran down the street, all by herself.

Jack looked at the girls, and to his surprise he saw that Ellen Foster was one of them.

“Why, Ellen!” cried Jack. “I didn't think YOU would do anything so mean!”

"Oh, we are just having some fun," said Ellen. "Anyway, that Gertie IS a funny girl. Her dresses are always too long, and she lives in a funny old house away down town. Her mother and father are funny, too. Patty says they are. They came from some other country."

"But, Ellen," said Jack, "that little girl can't help where she lives or how she dresses! And what if her mother and father did come from another country? YOUR grandmother and grandfather came from another country, too. I know because they told me so."

"Oh, don't be so cross, Jack," Ellen said. "We were just having a little fun."

"I don't think Gertie was having any fun," said Jack. "How do you think SHE feels? How do you——"

But Ellen and her friends didn't wait to hear any more. They just hurried on home, laughing and talking as they went.

That night, when she was in bed and should have been sleeping, Ellen thought about what Jack had said.

"I don't think it would be any fun if other people laughed at me," she thought.

"But no one would do that to ME!"

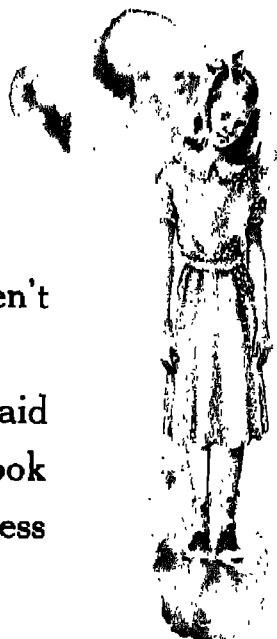
Then Ellen went to sleep, and as she was sleeping she dreamed she was walking to school. On the way she saw her friends, Jill and Patty, but they wouldn't walk with her.

They just called at her:

"Funny Ellen,
Go away!
Dirty Ellen,
You can't play!"

"You're fooling, aren't you?" Ellen asked.

"I should say not!" said Patty. "Ho, ho! Just look at that funny old dress you are wearing!"



"My grandmother made this dress," said Ellen. "And I don't think it's funny—at least I didn't think so until now!"

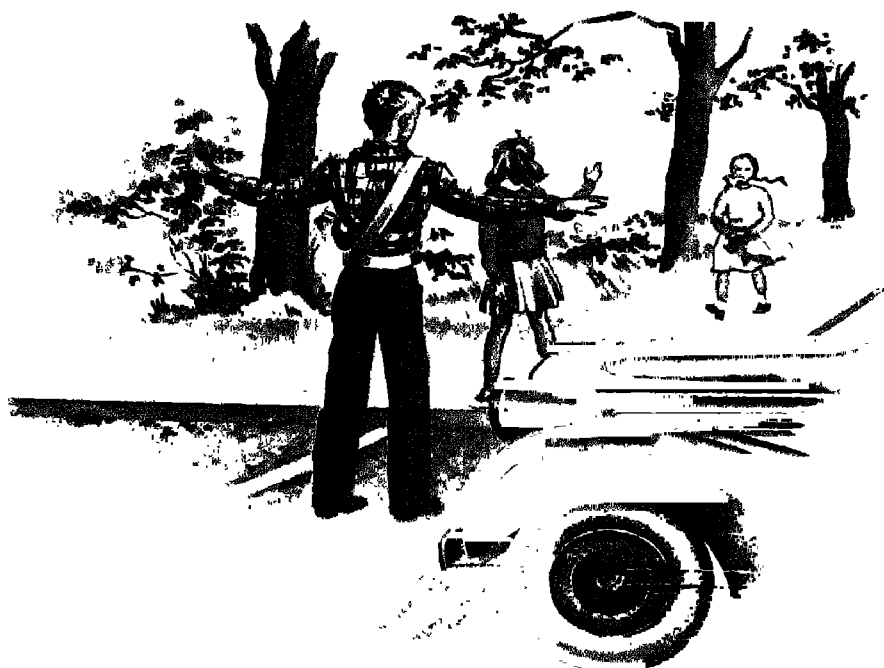
"Well, it is!" said Jill, "and so are you. And so is your grandmother. She came from another country, didn't she?"

"Well-ll, yes," said Ellen. "She did, but that doesn't make her funny. Anyway, I can't help it if she came from some other country. Aren't you going to walk down the street with me?"

"No, no, no!" called Jill and Patty. "We don't want to have anything to do with you! Your clothes are funny, your family's funny, you are funny! Funny! FUNNY!" And away ran the two girls calling, "FUNNY ELLEN!"

"Oh-h!" cried Ellen. "Oh, dear! No one will walk with me, and no one will play with me! What shall I do?" And with that she woke up.

"O-o-oh!" she said. "What a bad dream!"



Jack was standing at the street crossing the next morning when Ellen came along.

"Gertie!" he heard her call. "Oh, Gertie! Will you——?"

"Now, Ellen," said Jack, "I hope you aren't going to start——"

"No," said Ellen, "I'm not going to start calling names again. I'm not EVER going to do that again because now I know how it feels when people say mean things."

"But I'll tell you what I am going to do," Ellen went on. "I'm going to start making friends with Gertie if she will let me after the mean things I said to her yesterday."

"Well, what do you know about that!" thought Jack, as he watched Ellen run down the street to Gertie. "I see lots of things out here, but that is the best thing I have seen in a long time!"



The Mystery Club

When Doctor Williams examined Ellen just before school began, he told her to be sure to see the dentist soon. He said the dentist could fix some of her teeth that were not coming in as straight as they should.

So the Saturday after school started, Ellen went to see Doctor Bangs, her dentist. And every Saturday after that for a while she went to see him again.

Each Saturday as she started out, Ellen would call to the other children, "Don't you wish you were going with me? I am going on the bus all by myself."

When she came back each Saturday, Ellen would tell just what had happened at the dentist's. One day she said he had filled a small hole in a tooth. Another day she said he had cleaned her teeth. And she opened her mouth to show how white they were.

But one Saturday when Ellen came back from the dentist's, the children couldn't find out what had happened.



"Put-um-braz," she said, with her mouth open just a crack.

"What's that?" asked Ann.



"Pt-on-brzs," Ellen said, and this time she had her handkerchief over her mouth.

"Open your mouth," said Bill. "We can't understand you."

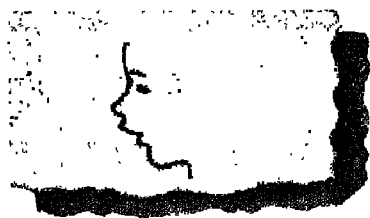
But Ellen went right on saying things that no one could understand. And it wasn't until her father came home for lunch and said, "Let's see your braces," that the children knew she had braces on her teeth.



"I don't like these old braces!" she cried. "I would just as soon have crooked teeth as to wear these things. If I have to wear them, I won't open my mouth enough for anyone to see them!"

"I know how you feel," said her father. "But you will see lots of others wearing braces, too. You won't have to wear them always, you know. You will only need them until your teeth are straightened."

"Look, Ellen," said Grandfather, as he began to make some funny little pictures. "This is how you will look if you let your teeth come in crooked."



"But this is how you will look if you let the braces help your new teeth come in straight."

Grandfather's pictures made Ellen laugh, but just the same she wasn't happy about those braces. She didn't really look happy again until after school on Monday. On that day she came down Driftwood Lane with two friends, Jane and Sally.

"What fun!" Sally was saying. "I always wanted to be in a club."

"A club?" asked Ann Hunt, who heard them talking. "Can I be in it, too?"

"What kind of club?" asked Bill.

"It's a mystery," Ellen said. "All we can say is it's a kind of club that not one of you can be in!" Then she and Jane and Sally began to laugh.

"Oh, ho!" said Bill, looking at the braces on their teeth. "It isn't a mystery any more. Now I see why we can't any of us be in your club!"





Taking Care of Your Teeth

The first day that Ellen went to see the dentist, he examined all her teeth very carefully. When he found a small hole in one of them, he filled it.

If Ellen had waited too long before going to the dentist, this hole would have become bigger. Soon her tooth might have started to hurt. Before long the hole might have become so big that the tooth would have had to be taken out.

Now you know some good reasons why children should see the dentist at least two times a year. What are they?

When did you last see your dentist? What did he do for you then? Is it time you went to see him again?

Another reason why you should see the dentist at least two times a year is so that he can clean your teeth. No matter how carefully you brush your teeth each day, you can't get off the stains and the yellow tartar that may collect on them. These must be taken off by the dentist when he cleans your teeth.

Have you had your teeth cleaned by a dentist lately? What are some of the things he did in cleaning them? How did your teeth look after the dentist cleaned them?

You should clean your teeth each day by brushing them. The dentist says you should brush them at least two times a day. Some people brush their teeth in the morning when they get up and at night when they are ready for bed. Other people brush them in the morning when they get up and again after each meal.

When do you brush your teeth each day? Is that often enough?



Brush the tops of your back teeth.



Brush **down**
over the upper teeth and gums.



Brush **up**
over the lower teeth and gums.

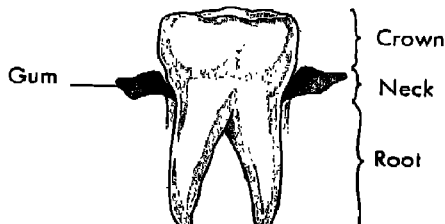


Brush your teeth on the **inside**.



These pictures show the right way to brush your teeth. What should you do first of all? What should you do next? What is the last thing you should do?

Now look at the little picture below. It shows the different parts that each tooth has.



The part of each tooth that is above the gums has a hard white coat of enamel. What is this part of the tooth called? Find the part that is between the crown and the root. What is it called? Which part of the tooth is under the gums?

Sweet foods often catch between the teeth and cause decay. That is why you must be very careful to brush away any little pieces of sweet food that may be left between the teeth. Even careful brushing may not take away all the food, but it helps. Now you can see why you should make your toothbrush go up and down over your teeth instead of from side to side.

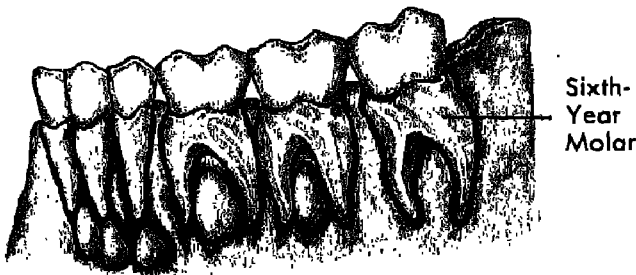
You must also be careful not to do anything that might crack the enamel on your teeth. When the enamel of a tooth is cracked, the tooth is almost sure to decay. Biting on hard things like nuts sometimes cracks the enamel. What other things are not safe to bite?

More about Your Teeth

Why did Doctor Williams want Ellen to be sure to see her dentist soon?

To understand why new teeth do not always grow in straight, you need to know more about your teeth.

Your first teeth are called baby teeth. They are the teeth that get loose and come out. When you are six or eight years old, your second teeth begin coming in. If you want this second set to grow in straight, you must take good care of your baby teeth. Each baby tooth should be kept until the tooth under it is almost ready to come through the gum. This picture shows how second teeth form under the first teeth. The sixth-year molar is one of the second teeth.

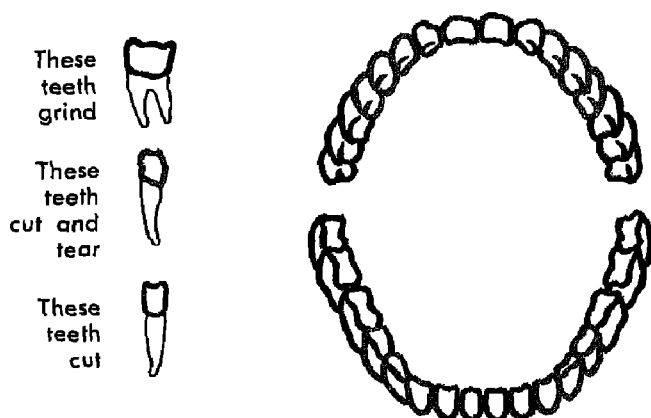


When a baby tooth comes out too soon, a tooth next to it may grow over and fill part of the space that is left. Then there will not be enough room for the new tooth to grow in straight. This picture shows a new tooth coming in crooked.



To keep all your baby teeth as long as possible, you should take the best of care of them. What are some things you should do?

Sometimes, even if you are careful, your second teeth come in crooked. If this happens to you, you should be sure to see your dentist. He can help to straighten them for you. What is one thing he might do?

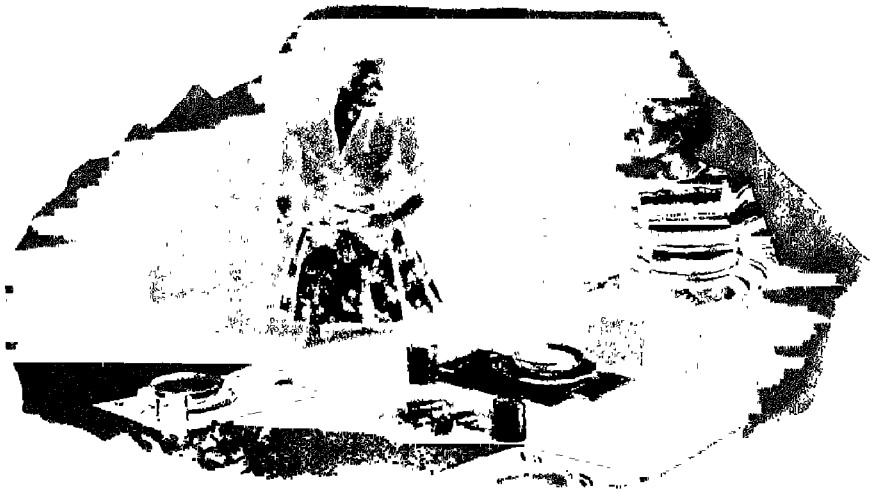


This picture shows your second teeth. You do not have all of these teeth yet. Some will come in when you are older. You must take very good care of these second teeth because no other ones will come to take their places.

You can see from the pictures that there are different kinds of teeth. Some teeth you use to bite with. These are called cutting teeth. Find them in the picture.

Other teeth help you tear into pieces the food you eat. How many tearing teeth do you see in the picture? Where are they?

Some teeth grind your food into small pieces. How many grinding teeth are there?



The Mothers Go to School

"You must be going somewhere, Mother," said Bill when he came home for lunch one day. "You are all dressed up!"

"I am going somewhere," his mother said. "I am going to school this afternoon."

"To school!" said Ellen. "Why, Mother, you never go to school in the daytime. You always go at night when Daddy can go with you."

"I know," Mother said, "but today I am going in the daytime. I have to be there at two o'clock."

Tom and Ann Hunt were surprised to learn that their mother was planning to go to school, too.

"Be sure to go to the Fosters' after school today," their mother told them. "Grandmother Foster will look after you until I come home. Susan will be over there, too, because Mrs. White is going with Mrs. Foster and me."

On the way back to school Tom said to Bill, "Why do you think our mothers are going to school today?"

"I don't know," Bill said. "The Mothers and Fathers Club always gets together at night. So they can't be going to that. Maybe they are just playing a joke on us, or maybe we didn't understand them."

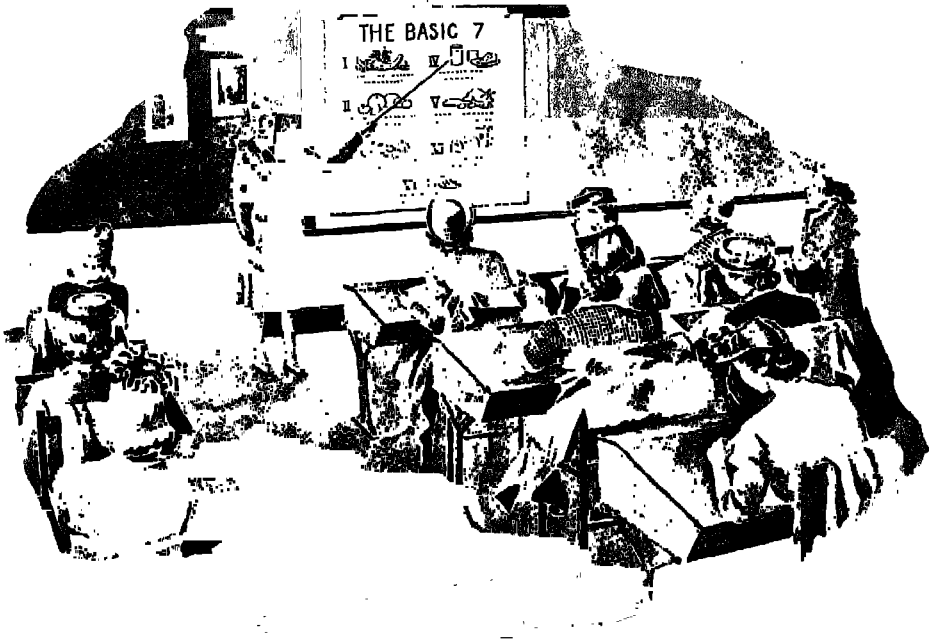
"I'll find out," said Ellen. "When school is out, I'm going to look around and see if our mothers are there."

And that is just what she did.

Bill, Ann, and Tom helped her look in all the rooms at school. At first they couldn't see any sign of their mothers, but at last they looked in Room Six. There sat the mothers.

"Well, look at that!" cried Ellen. "Our mothers really are going to school, aren't they?"

"Oh, ho!" laughed Tom. "They are working, too. They are working lots harder than we do!"

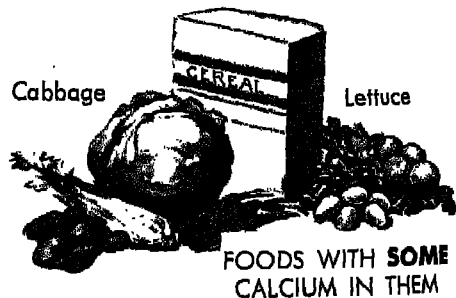
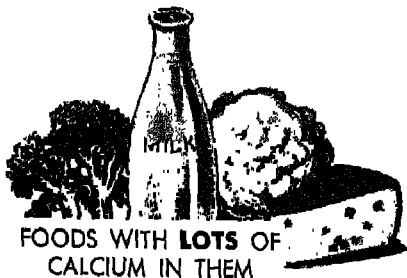


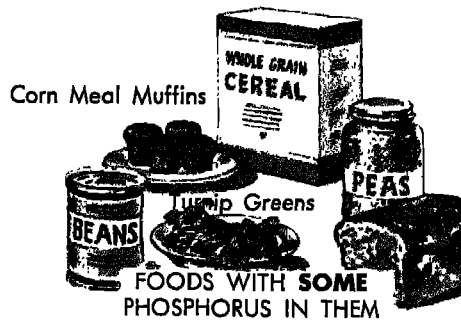
Food for the Teeth

Look again at the picture on page 131. What do you think the nurse is telling the mothers? Why is it important that mothers know about foods that are good for us to eat?

One thing the nurse told the mothers was that growing children need to eat the right kinds of food if they are to have strong bones and healthy teeth. She said that the best foods for building bones and teeth are the ones with minerals in them called calcium and phosphorus.

Here are some of the foods that have calcium in them. Which ones have the most of this mineral in them? Which ones do not have so much calcium in them?





Here are some foods that have phosphorus in them. Which of the foods have lots of phosphorus in them? Which ones do not have so much of it in them?

Notice that milk has lots of calcium and phosphorus in it. Now you can see why you should have three or four glasses of milk a day. You don't have to drink it all to get this much milk. You can eat some foods, such as custard, that are made with milk. What are some other foods that are made with milk?

Are you careful to eat enough of the foods that build strong bones and teeth? A good way to be sure is to use the list shown on page 65 of this book. Look at this list again.

Now make a list of all the foods you had at each meal yesterday. Check your list with the one on page 65. Did you eat all the kinds of foods you need?

Which foods did you eat yesterday that had calcium in them? Which foods did you eat that had phosphorus in them? If you don't remember which foods have calcium and which ones have phosphorus in them, look again at the pictures on pages 132 and 133.

To have strong bones and teeth, you also need to eat foods that have in them a vitamin called Vitamin D.

Vitamin D is sometimes called the sunshine vitamin because the body makes this vitamin for itself when lots of summer sunlight shines on the skin.

When you are not getting lots of sunshine, you can get Vitamin D from the foods that you see in the picture.



A Big Day for Susan

"Doctor Williams is going into Susan's house," said Ellen as she looked out the window one Saturday morning. "So we can't go over there to play now. We will have to wait a while."

"Let's make Susan a Silly Sam book while we wait," said Ann. "She asked us to make her another one some day."

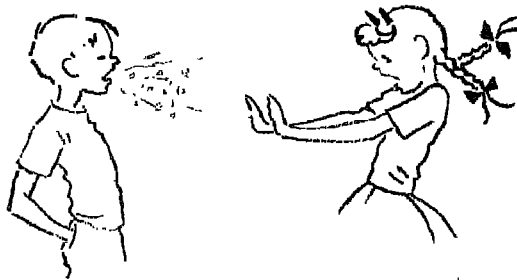
So the children went to Ellen's room, and soon they were busy making the book. As they worked, they talked about Susan.

"Do you think she can go to school with us soon?" asked Tom.

"Well-ll," said Bill, "she has to learn to walk again, and we don't know how long that will take."

"Maybe Doctor Williams can tell us," said Tom. "I am going to ask him the next time I see him."

Before long the book about Silly Sam and Smart Sue was done. This is one of the pages.



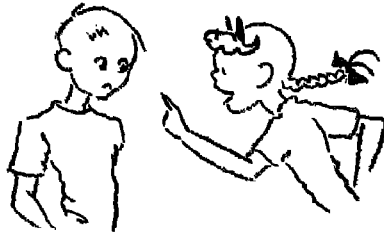
Sam and His Cold

"Kerchoo!" went Sam. "Kerchoo!"
 "Sam," said Smart Sue. "Cover your mouth.
 You are spreading germs, don't you know that?"

So Sam went home and covered his mouth.
 "Now," he thought to himself, "my mouth
 is covered up, all right."
 And off he went to show Sue -- that silly,
 Silly Sam.



This is another page from the book that the children made for Susan.



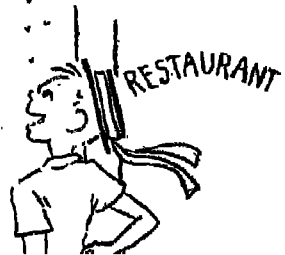
Sam and the Flies

"When you eat away from home, Sam," said Smart Sue, "you should always look to see if it is a clean place. Look to see if the workers are clean and the food is clean. Be sure to look out for flies."

Silly Sam went out to eat. He went to one place, but there were no flies. He went to another place, and another. At last he found a place where there were many flies.

"Sue said to look for flies," he thought. "And here they are!"

So he went in, that silly Silly Sam!



"Won't Sue be surprised to get this book!" Ellen said as they took it to her house.

But when they saw Susan, THEY were the ones who were surprised. There in Sue's room was Miss Peters from Ellen's school.

"I can't go to school," laughed Susan. "So school came to me."

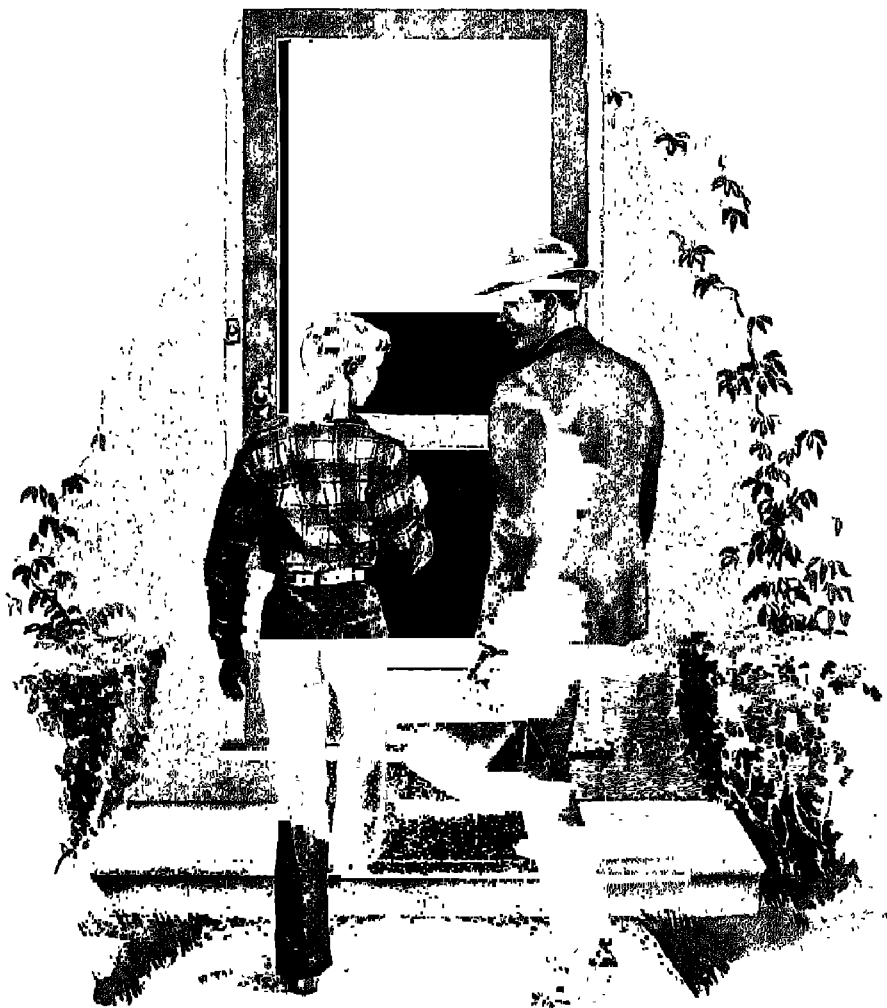
"Well, then," said Bill, "here is just the book you need in your school work!"

"Another book about Silly Sam!" cried Susan. "Oh, thank you! Everything good is happening to me today, and you don't know how happy I am!"

"Yes, we do," Ellen said. "All of us were wishing you could go to school. So we are just as happy as you are!"



The Doctor's Family



Jack and His Experiment

Only three people lived in Doctor Williams' house on the hill—the doctor himself, his son Jack, and Mrs. Valentine, the housekeeper. But if you had looked in the Williams' kitchen each Saturday, you would have thought three times that many people lived in the house.

Saturday was Mrs. Valentine's baking day, and by three o'clock there was always good homemade bread at the Williams' house. And by three o'clock each Saturday most of the children on Driftwood Lane could be found there, eating homemade bread and butter and drinking milk.

Sometimes, if he wasn't too busy making his calls, Doctor Williams would come and eat something, too. But one Saturday he was surprised to find no one in the kitchen but Mrs. Valentine.

"Where is everyone?" he asked.

"Oh!" laughed Mrs. Valentine. "Your son Jack is trying an experiment again. He hurried all the children to your office before they had time to eat a thing. That boy and his experiments!"

"Well," said Doctor Williams, "Jack says he is going to be a doctor some day. I guess he's starting now to find out some things he will need to know."

Then the doctor walked to his office, and there he saw Jack weighing the other children.





"Hm!" said Jack as he looked at a little chart in his hand. "A boy eleven years old and as tall as you, Bill, should weigh 82 pounds. But you weigh only 79. That's not enough."

Just then Ellen saw Doctor Williams.

"Oh, Doctor!" she called to him. "I guess something is the matter with all of us. Jack says some of us weigh too much and some weigh too little. We don't any of us weigh just what Jack's chart says we should."

"Why, Ellen," laughed Doctor Williams, "you don't have to worry about that. You see, the chart is just a helper. It tells what many healthy children of your age and height weigh. But a little over or under that doesn't matter. The important thing is to watch and see that you don't weigh a lot more or a lot less than the chart says."

"You see," Doctor Williams went on, "every one of you is different. Some of you are built so that you weigh a little more and some so that you weigh a little less than others your age. But there isn't one of you who is too fat or too thin. So just go on eating, sleeping, and playing outdoors as you should, and you will be all right."

"Say!" said Tom. "That experiment was a pretty good one, after all. We found out something we didn't know before."

"That's right," said Jack. "And that's what an experiment is for."

"Now," said Doctor Williams, "anyone who wants to can come to the kitchen and help me with an experiment. I'm going to eat some of Mrs. Valentine's bread and find out if it is as good today as it was last Saturday."

"Oh, ho!" laughed Ann. "We will all help you with that experiment!"

And they all did.



Your Height and Weight

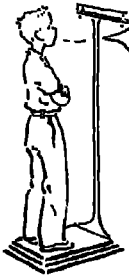
This picture shows how very different four boys of the same age can be. Every one of them is strong and healthy. But these boys do not weigh the same, and some are taller than others.

After seeing this picture, you should not be surprised if you notice that a friend of your own age is taller or weighs more or less than you.

When were you last weighed? How much did you weigh then? What plan have you for remembering what you weigh so you will know if you make gains every few months or so?

Many children have a chart on which to keep a record of what they weigh each month. You may want to keep a record like that, too. If you keep such a record, remember that you may sometimes go for a long while without gaining any weight. You should also remember that you may not always make the same gains that friends your own age are making.

Which pictures below show children who have good ideas about their weight? What makes you think so?

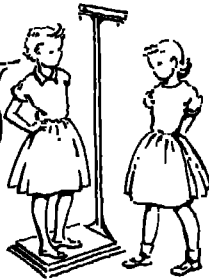


Well, I weigh just what I did last month, but I'll probably start gaining a little before long.



Oh-h! I didn't gain a pound this month, but Ray Woods gained three pounds. I wonder if I am sick or something!

Wheel I gained one pound and you gained four pounds this month! I wonder if we will both gain next month?



Oh, dear! I only weigh 82 pounds and Sally Robbins weighs 88. Something must be the matter with me!





“Doctor Jack”

“Is your father home, Jack?” asked Ellen as she and Ann came to the door of the Williams’ house one afternoon.

“No, he isn’t,” said Jack. “Is there anything I can do for you?”

“We were on our way to Susan’s house, and I got something in my eye,” said Ann. “It hurts, and I wanted your father to get it out for me.”

“Come inside,” said Jack. “I am going to be a doctor some day, you know, and I think I can help you.”

"Now, Ann," he said when the girls had come inside, "you mustn't rub your eye. Just sit here for a while. And be sure to keep your hands away from your eye."

Ann did what Jack told her to do. But Ellen said, "Oh, ho! You're a funny doctor, Jack. All you do is tell people to sit in a chair! Anyone can do that."

But soon Ann's eyes began to fill with tears and then to wink. Before long she said, "I don't feel anything in my eye now. I guess there's nothing in it any more."

"See, Ellen," Jack said. "I'm not such a funny doctor, after all."

"Oh, you didn't really do anything," said Ellen. "Not a thing."

"Oh, yes, I did!" said Jack. "I happen to know a secret about our eyes, and that secret helped Ann."

"What's the secret?" asked Ann. "Come on, Jack, and tell us."

"The secret is that our eyes can often help themselves when something is wrong with them," Jack said.

"Oh, you are just fooling!" laughed Ellen. "I don't think you know why Ann's eye got better. So you just made up that story about having a secret."

"What would you have done if my eye hadn't got better?" asked Ann.

"Well," Jack said, "our eyes can often help themselves, but when they can't, it's time to call a doctor. So I would have had you wait to see Father."

"I'm home now," said Doctor Williams, who was just coming in the door. "Does someone want to see me?"

"We do," Ellen said. "Jack is joking with us. He says our eyes are so smart they can help themselves when something gets in them and hurts them."

"He is right," said Doctor Williams.

"And what's more," he went on, "if our eyes didn't help themselves, things would get in them every day."

"How do they help themselves?" asked Ellen. "What do you mean?"

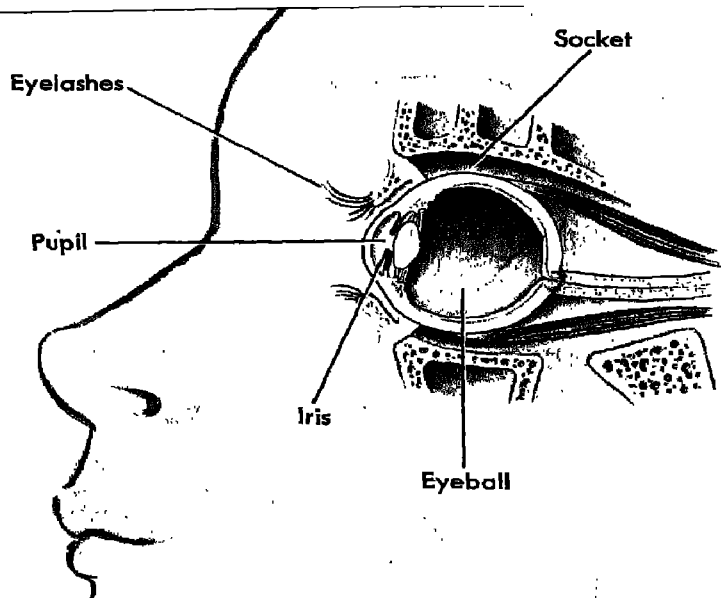
"This is a windy day," the doctor said, "and lots of dirt is flying about. But only a few people will get things in their eyes. Do you know why?"

"I do," said Jack. "Our eyes have lids that cover them quickly when dirt starts to get in them. The long lashes on the eyelids help to keep dirt out, too."

"That is right," said his father. "And if something gets in our eyes, tears may wash it out."

"Why, that's what happened to me!" said Ann. "The tears washed out my eye."

"Well, then," Ellen said, "I guess our eyes ARE pretty smart! But 'Doctor Jack' is smart, too. Next time I won't laugh at him."



Your Eyes

You have just learned some of the ways in which your eyes can protect themselves. What are these ways?

There are many more interesting things to learn about your eyes. Some things you will learn now, and others you will learn as you grow older.

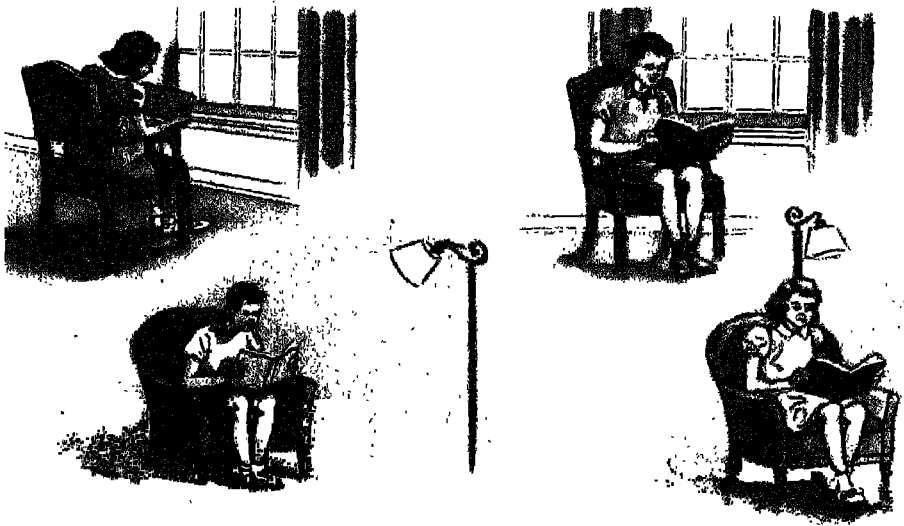
Did you know that your eye is round like a ball? See if you can find the eyeball in this picture. How much of the eyeball do you see when you look into another person's eyes?

As you know, there is a colored part to your eye. This is called the iris. What color is your iris?

In the middle of your iris is a little opening called the pupil. The pupil is the place where the light goes into your eye. When you are where it is very light, the iris makes your pupil become smaller. By doing this, it keeps too much light from going into your eye. What do you think the iris does to the pupil when you are in a dark place?

You do not often think of your pupil as being an opening, because all of the eyeball is covered by a thin coating. What might happen if this thin coating, or cover, were not over the pupil?

Your eyeball is set in a hollow place in the bones of your head. Find the hollow place in the picture on page 150. What is it called? How do you think this hollow place, or socket, helps to protect the eyeball?



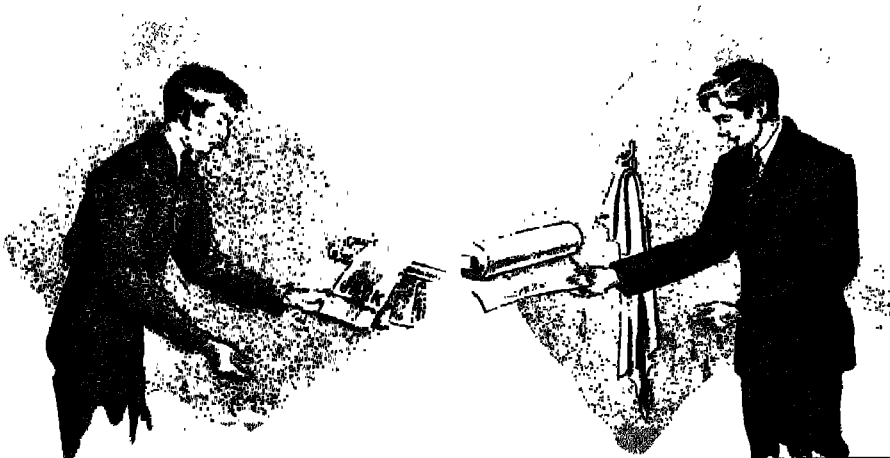
Taking Care of Your Eyes

Your eyes have ways of taking care of themselves. But you must help, too. What should you do if something gets in your eye that tears won't wash out? What should you be careful not to do?

One thing that many people are careless about is getting good light for their reading. Look at the pictures above. Which children are taking care of their eyes by reading in good light? Why is their light good? What is wrong with the light the other children are getting?

Most people find it easier to read when they hold books about 14 to 16 inches from their eyes. Which children in the pictures on page 152 are doing that? Which one is not? To be sure that there is nothing wrong with his eyes, this boy should see an eye doctor. Why would that be a good plan?

Now look at the pictures below. What is Jack using at home to dry his face and hands? What is he using in the restaurant washroom? Jack knows that people sometimes get eye diseases, or infections, by using towels that others have used. What can you do to keep from getting eye infections?



You can also protect your eyes by playing safely. The pictures below show how your eyes might easily get hurt in careless play. What is happening in each picture? What can you do to keep your eyes and the eyes of others safe from such accidents?



How Your Body Helps Itself

Maybe you were surprised to learn that your eyes have ways to protect themselves. You may be even more surprised when you stop to think of all the other ways your body has of protecting itself and seeing that it gets what it needs.

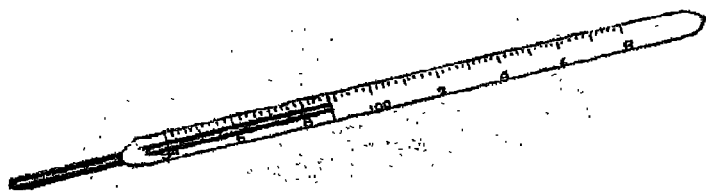
You know that to keep healthy you must have food and water each day. But did you know your body has ways of making sure you won't forget to eat and drink? How does your body keep you from forgetting to eat? How does your body make you remember to get enough water? How does it let you know when no more food or water is needed?

Some of the food and water you take into your body each day is used to keep you strong and healthy. But did you ever wonder what your body does with the rest of the food and water you take in each day?

Your body saves some of this food and water. It stores water in the skin and muscles, and it stores some of the food under the skin as fat. You can feel some of this fat stored under your skin. Why is it a good plan for the body to store food and water?

Not all the food and water you take in each day is used up or stored in your body. The food and water that are not used up or stored are called waste and are moved out by your body. Some of the waste water is moved out as sweat through the openings in your skin. But most of the waste is moved off through your kidneys and bowels.

Your body does something else to protect itself. It tries to keep itself at the same temperature all the time—a temperature a little above 98°. The top two pictures on page 157 show how your body does this.





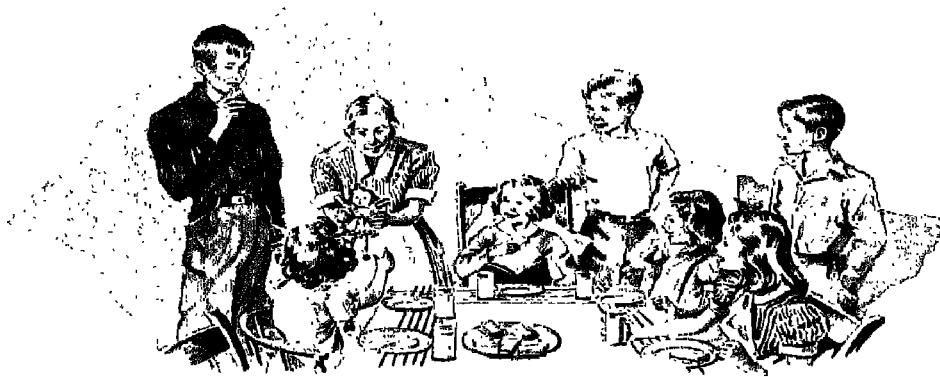
When your body gets too warm, you start to sweat. When you sweat, your body is cooled and your temperature does not go up too high. When your body gets too cold, you shiver. This shivering helps your body warm itself and keeps your temperature from falling too low.

There are many, many other ways your body has of taking care of itself. The picture at the left below shows one way the body has of keeping out of the nose things that do not belong there. What is this way?

The picture at the right below shows how your body sends things back up that have "gone down the wrong way" when being eaten. How is this done?

What other ways do you know that your body has of taking care of itself?





What Nancy Learned

One Saturday when the children went to see Mrs. Valentine, there was a surprise for little Nancy.

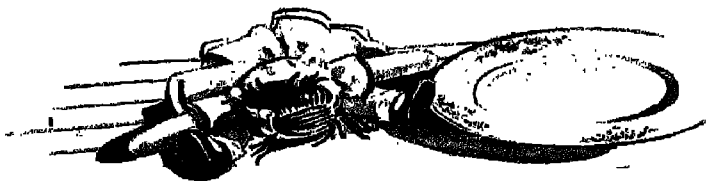
"Here, Nancy," said Mrs. Valentine. "I made a rag doll for you the other day."

"Oh-h!" said Nancy. "Thank you." And then she took the doll and said, "You can have some milk with me, Dolly, if you will sit up straight."

But flop! Down went the doll.

"Up!" said Nancy. "Sit up straight."

But flop! Down went the doll.



"Nancy," said Ellen, "don't bother about that doll. It won't ever sit up straight for you. You might as well stop trying."

"Why?" asked Nancy.

"Oh, just because it won't," Ellen said.

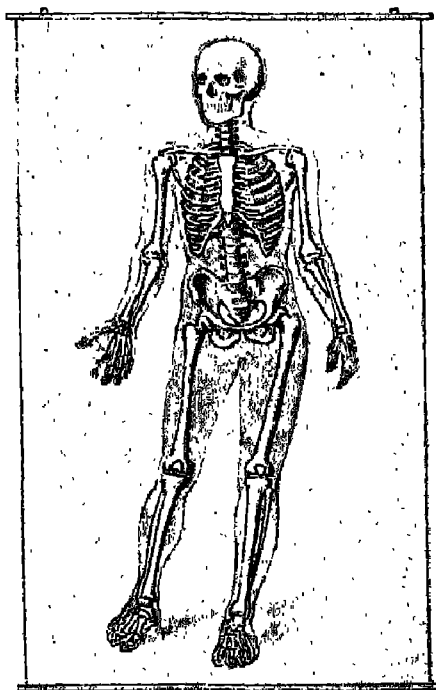
"Why not?" asked Nancy.

"I'll show you why," said Jack. "Just wait here, and I'll get a big picture from my father's office."

So Jack went to get the picture. When he came back with it, Nancy took one look and then she laughed.

"What a funny man!" she said.

"Why, Jack!" said Ellen. "Isn't that a man's skeleton in that big picture?"



"Yes, it's the skeleton of a man," said Jack. And then he said to Nancy, "If you look, you can see all the bones in the man's body. You have bones just like them inside you, too, but your bones are smaller."

"Um-hum!" said Nancy. "Bones in me, too. Lots of bones."

"Oh, Jack!" Ellen said. "Nancy is too little to learn about bones and things. Why, she's only four years old."

"I wouldn't be so sure about that," Jack said. Then he went on, saying to Nancy, "If you didn't have a framework of bones like this inside you, you couldn't stand or walk. You couldn't hold up your head or sit up."

"Now," said Nancy, "make my doll sit up."

"I can't do that," Jack said. "That's what I'm telling you, Nancy. Your rag doll hasn't any bones in it. That's why it can't stand or sit up straight."

"Oh!" said Nancy. "No bones."

Then she began to talk to the rag doll again.

"Poor dolly," she said. "Poor dolly with no bones. You don't have to sit up straight because you can't."

Nancy looked at the other children next.

"You aren't like my doll," she said. "You have lots of bones. So you should sit up straight."

"Whew!" said Bill. "She's right. Just look how we are sitting."

"Well," laughed Jack, "who said Nancy was too little to learn about bones and things! She learned more than we thought she did!"



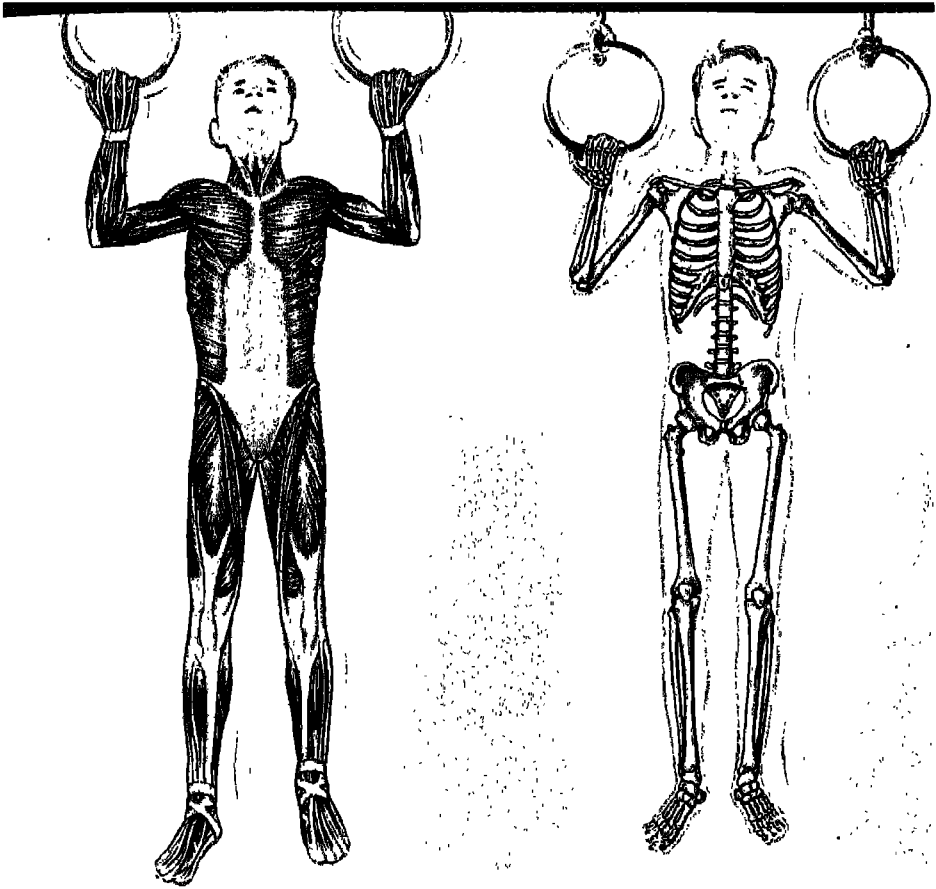
How You Look Inside

The picture of the skeleton that Jack showed Nancy gives you some idea of how you look inside. But to get a better idea, let's pretend that you could open yourself up, layer by layer, and see the inside of your body.

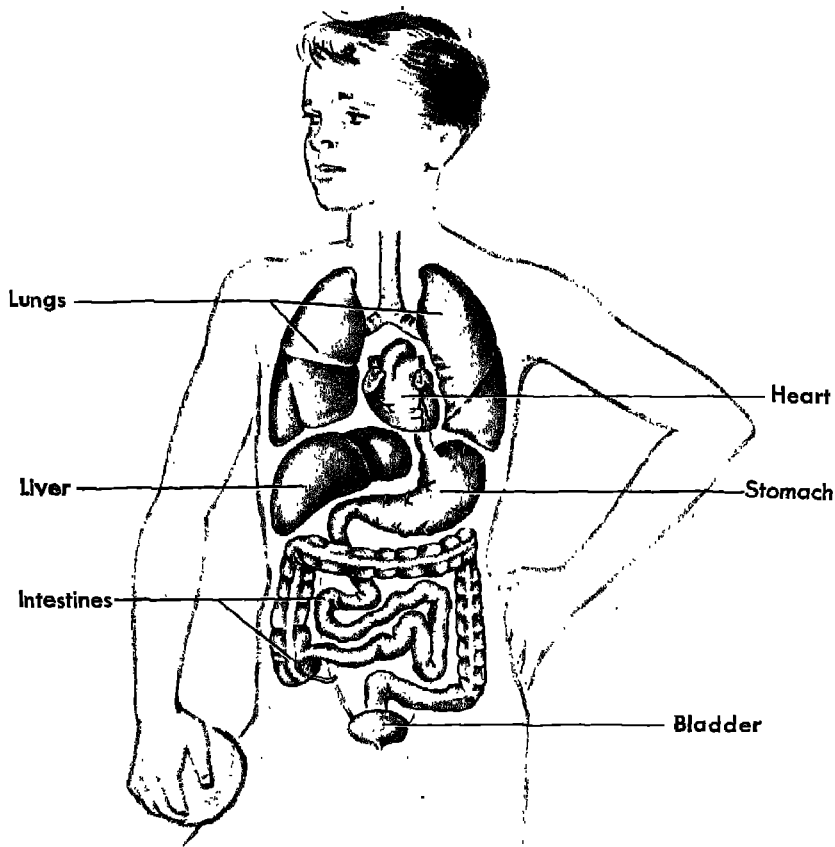
You know how the outside of you looks because you see it every day. This outside layer is made up of skin, hair, and nails such as those on your fingers.

If you could take off this outside layer, you would next see some layers of fat. In some places there would be more fat than in others. You know what fat looks like because you have often seen it on meat.

Under the layers of fat you would see a layer of muscles. These muscles stretch up and down and all over you, as you can see in the picture at the left on page 163. Where are some of the longest muscles found?



If you could see under the layer of muscles, you would next see the framework of bones which we call the skeleton. The picture at the right above gives you an idea of how your skeleton looks. What is one important thing that this skeleton does for you?



Inside the framework of bones in your body you would see many important parts, or organs. These organs help the body do its work. You can see some of these organs in the picture at the top of this page. What are the names of these organs?

The heart does all the work of pumping blood to all parts of your body.

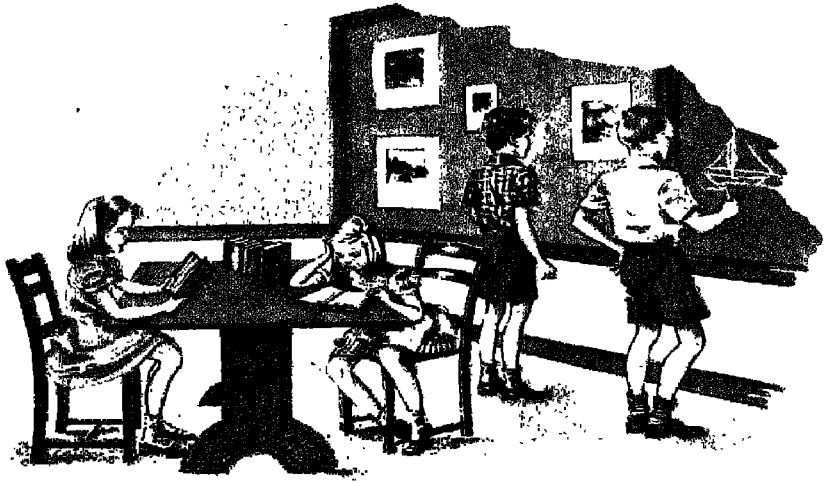
Do you know what important work the lungs do for your body?

The other organs that you see on page 164 all help your body take care of the foods you eat and the things you drink.

Do you know how the important organs in your body are protected? The bones in your body help to protect them. Which bones help to protect the heart and lungs? If you aren't sure, look again at the pictures on page 163 and page 164.

The bones in your body have another use, too. They are the parts to which the muscles are fastened. And the bones together with the muscles help you move your body from place to place. They help you move such parts of your body as your arms and legs.

And now you have a better idea of how you look inside, haven't you?



Strong, Straight Bodies

The children in this picture are all well dressed, but two of them look much better than the other two. Which boy and which girl look better to you?

Which of the children in the picture would you say had strong, straight bodies? What is there about their positions that makes you think as you do?

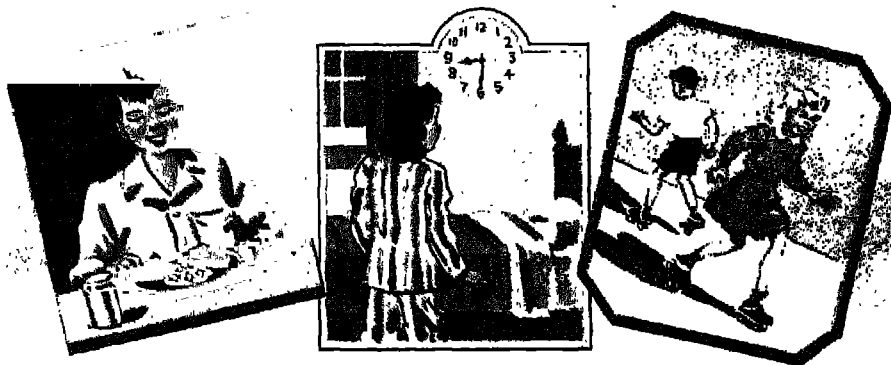
You want to have a strong, straight body so that you will sit and stand straight. The next page will tell you some ways to build the kind of body you want.

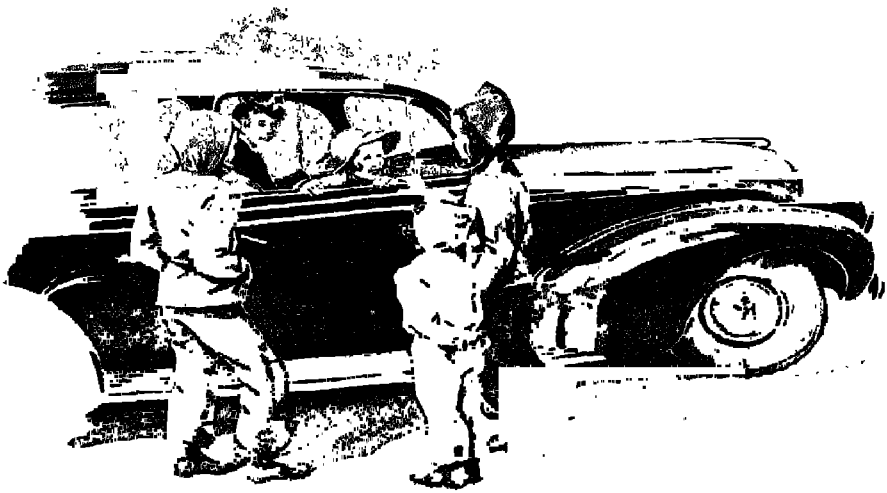
First of all, you must have a good framework of bones if you are to have a strong, straight body. Eating foods each day that have calcium and phosphorus in them helps build strong bones. Do you remember what some of these foods are? If you don't, look again at the pictures on pages 132 and 133.

Getting enough sleep is important, too, in helping you stand and walk and sit straight. When you sleep, your bones and muscles have their best chance to grow as they should.

Lots of exercise also helps build a strong, straight body.

Now look at the pictures below. Each one shows a way to build a straight body. What sign would you put under each picture?





“Muscles and Ice Cream”

“You can’t guess where I have been today,” Susan called. “I have been to the hospital!”

“To the hospital?” cried Ellen. “Oh, Sue! I thought you were getting better.”

“I am,” laughed Susan. “But hospitals can sometimes help people get better faster. That’s what Doctor Williams says.”

“You see,” said Susan’s mother, “the nurses at the hospital are showing Susan how to do different kinds of exercises. The exercises will make her muscles strong. Then it will be easier for her to walk again.”

"I am going to the hospital every week after this," Susan said. "And I am glad, because I had lots of fun today. Some other children were there, too, and one of the nurses showed us the exercises. She kept saying, 'Try hard, and soon you will have big, strong muscles.'"

"When it was time to go home, another nurse said, 'Soon you will have big, strong muscles, but now you get some ice cream.' And we did get some, too! Now you can see why I want to go back to the hospital."

After Susan and her mother had gone into their house, little Nancy said, "Where is that hospital, Ellen?"

"It's the big red building we see from the bus when we go downtown," Ellen said. "You have seen it, Nancy."

"Um-mmm! Ice cream!" said Nancy. "I want to go there, too."

"Maybe you will some day," said Ellen. "Maybe you will."

When it was time for dinner, Mrs. Foster called, "Children! Come in now and wash your hands."

Bill and Ellen came at once, but Nancy didn't come. She didn't come, and she didn't come. So Mother asked Bill and Ellen to go and look for her.

They looked and looked, and at last they found her standing at Green Street, all ready to get on a bus.

"Nancy!" said Ellen. "It's time for dinner, and you should be home. What are you doing away down here?"

"I am going to the hospital," Nancy said. "I am going to get some big, strong muscles and some ice cream—just the way Susan did."

"Oh, Nancy, Nancy!" laughed Ellen. "I think you would go anywhere to get some ice cream, wouldn't you?"

"Um-hum!" said Nancy. "Ice cream is good. I like it."

"I'll tell you a secret," said Bill. "You don't have to go to the hospital to get ice cream. Mother made some today, and we are going to have it for dinner."

"And you don't have to go to the hospital to get big, strong muscles," said Ellen. "Susan wouldn't either if she hadn't been sick for such a long time."

"If you want big, strong muscles, I'll show you how to get them," Bill said. "Just follow me and do what I do. Then you will learn a good way to get strong muscles."

The girls did just what Bill did all the way home. And this is how they looked.





Building Strong Muscles

Bill showed Nancy a good way to build strong muscles. What was it?

What are the children in this picture doing that will help make strong muscles? The girl with the sled is using her leg muscles the most. Which muscles are the other children using the most?

What games do you often play that give your muscles lots of exercise?

Exercise is not the only thing that makes strong muscles. The right kind of food does that, too. Here are some foods that build strong muscles. What are they?



“Hide the Bean”

“I made some good cookies today,” Mrs. Valentine told the children one Saturday. “But I think they’re too hot for you to eat just yet.”

“Oh, that’s all right,” said Ann. “We can play a game while we wait for them to cool. I learned a good game last week called ‘Hide the Bean.’ Let’s play that.”

Then Ann told the others how the game should be played. “You go out of the room,” she said, “and I’ll hide a bean. I won’t hide it under anything so that you can’t see it. But I will try to put it in a place where you won’t think to look.”

So the children left the room, and Ann found a place to hide the bean. When they came back, little Nancy was the first to find it.



When all the others had seen the bean, Ann said, "Nancy saw it first. So she can hide the bean this next time."

Then the children left the room, and Nancy found a place to hide the bean. When the others came back, they looked and looked. But no one could find it.

"Nancy," said Ann, "are you sure you put the bean where it can be seen? Are you sure that you didn't put it under something or behind something?"

"I'm sure," Nancy said. "I'll tell Jack where I put it if he won't tell you."

"All right, tell me," said Jack.

"You will laugh," Nancy said. "It's in a funny, funny place."

But Jack didn't laugh. When he heard where the bean was, he said, "In the upper part of your ear! Oh, Nancy, that's really not a good place to put it. Here, let me take it away from there."

"Oh-h!" cried Nancy. "You're mean! You showed them where I put the bean!"

"But, Nancy," said Jack, "it wasn't safe to have that bean in your ear."

"Why not?" asked Nancy.

"The bean might have fallen way inside your ear," Jack said. "Your ear has little parts inside that can get hurt if you get anything in it. Don't ever try to hide anything in your ear again, Nancy. And you shouldn't ever put anything in your nose or mouth that doesn't belong there, either."

"All right," said Nancy, "and now I'll hide the bean again."

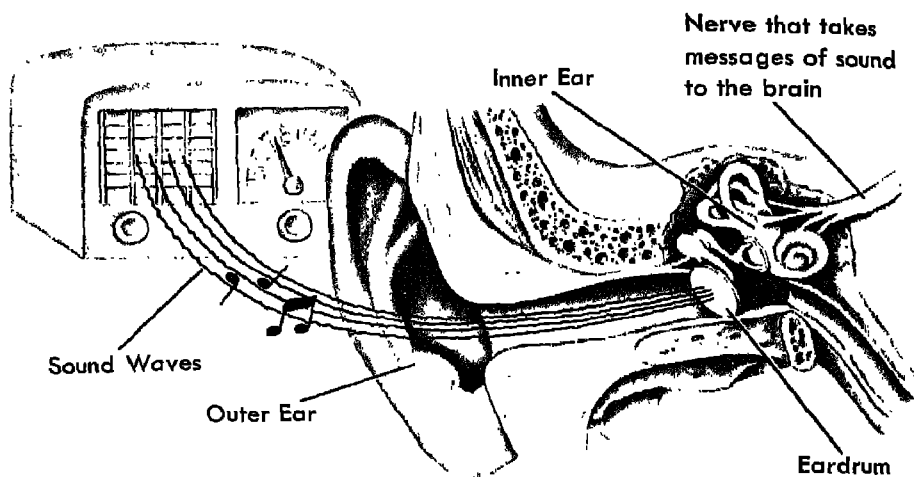
So she did, and again no one could find it.

"Here it is," Nancy said at last.

"Oh, ho!" laughed Ann.

"Now we will never know which bean it is. So let's stop playing and eat cookies instead."





Your Ears

Jack told Nancy something important to remember about her ears. What was it?

There are many other things to learn about your ears and how they help you to hear. Some things you will learn now, and others you will learn later.

The part of your ear that you can see outside your head is sometimes called the outer ear. Do you know what this part of the ear does? It helps catch the sound just as the mouthpiece of a telephone does.

From the outer ear, the sound goes inside the ear through a little passageway. The sound keeps going along this passageway until it gets to a piece of thin skin that stretches across the passageway. This skinlike part looks like the covering on a drum. That is why it is called the eardrum.

From the eardrum the sound is passed along until it gets to the inner ear. From here it is carried by nerves to the brain. Until this happens, you do not hear the sound.

Now see if you can find these parts of the ear in the picture on page 176: the outer ear, the passageway, the eardrum, the inner ear.

In the passageway in your ear are some little hairs and some wax. These hairs, together with the wax, protect your ear by keeping things like flies from getting in.

Do you see now why it is not safe to poke things into your ear? What might happen to your eardrum if you did this?

Taking Care of Your Ears

You have learned one way the ears have of protecting themselves. What is it?

You must help, too, in keeping your ears safe. One thing you can do is to keep sharp things out of your ears. When you clean your ears, do not put anything in them that is smaller than your finger. Which girl below is cleaning her ears safely? Why?



If something gets in your ear or if your ear hurts, you should be sure to see a doctor. Why is this important?

Another thing to remember about keeping your ears safe is to be careful when you play. Try not to get dirt or sand in your ears because dirt or sand may hurt the eardrum.

Remember that loud sounds can hurt the eardrum and that slapping the ears can hurt the eardrum, too.

Which of the children in the pictures below are playing safely? What makes you think as you do?





Another Experiment

"We were having a good time until you came along!"

"Go away and stop bothering us."

"Go away, yourself!"

"Well, well," said Jack Williams as he came along Driftwood Lane. "What's all the trouble here?"

"It's Bill," said Ann. "He——"

"No," said Bill, "it's those two girls. They——"

"I think——" began Tom.

But just then Jack said, "Don't tell me any more. I want to try an experiment. If it works, I'll tell YOU who started all the trouble."

Jack took a piece of paper from one of his books and said, "Now I want each of you to write your name here. After your name write the time when you went to bed last night and the time you got up this morning."

So the children did that.

Then Jack looked at the paper. "Hm-m!" he said. "I think Bill's a little cross today, and he started all the trouble. Am I right?"

"YES!" cried Ann and Ellen.

"You really are!" said Tom in surprise.

"Well-ll," said Bill, "I guess I did start the trouble. But how did you know, Jack?"



"I didn't really know for sure," Jack said.
"But one look at this paper gave me a pretty good idea."

Then the others looked at the paper, and this is what they saw.

Went to bed at	Got up at
Ellen 8:30 o'clock	7:30 o'clock
Bill 10:30 o'clock	7:30 o'clock
Ann 8:00 o'clock	7:00 o'clock
Tom 9:00 o'clock	7:00 o'clock

"Oh!" laughed Ann. "Now I know how you found out it was Bill."

"We know, too," said Tom and Ellen.

Do YOU know how Jack found out?

Getting Enough Sleep

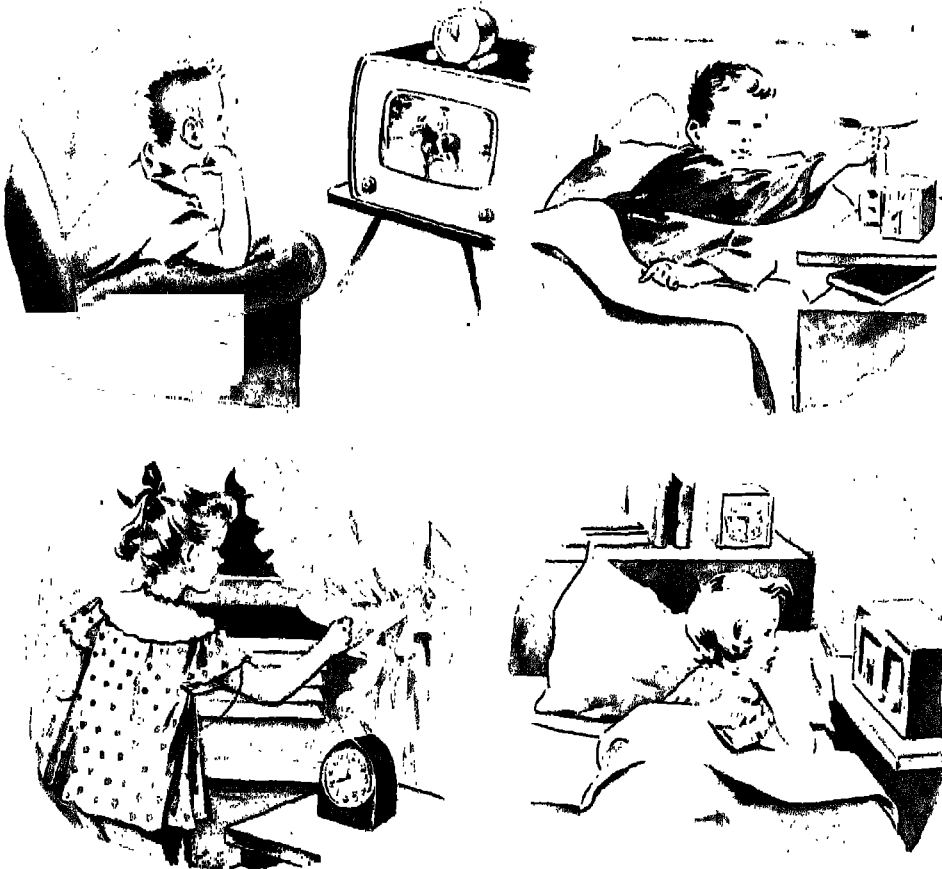
Why did Jack have "a pretty good idea" that Bill was the one most likely to be cross and troublesome?

When you have not had enough sleep, you may have noticed that you, too, often feel tired and cross. That is because your body hasn't had the rest it needs to get ready for the next day.

You need lots of sleep each night so you will feel rested and happy the next day. You need lots of sleep for another reason, too. When you sleep, your bones and muscles have their best chance to grow.

Do you know you need about eleven hours' sleep each night? At what time do you go to bed? At what time do you get up in the morning? Are you getting as much sleep as you need each night? If not, what plans might help you get the sleep you need?

Look at the children in the pictures below.
Each of these children has to get up at 7:30
o'clock in the morning. Which of the children
are going to get as much sleep as they need?
Which children will not get enough sleep?



One More Experiment

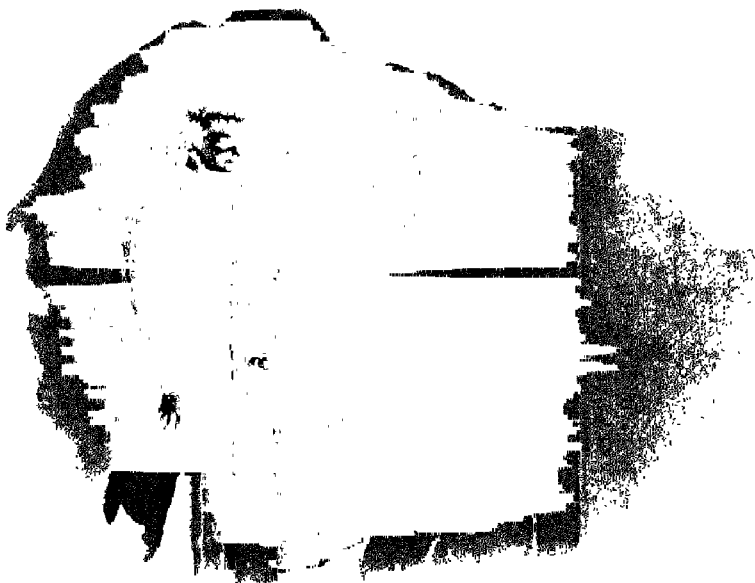
"I have to hurry downtown," Jack told the children one Saturday. "I have to get to Browns' store and buy some pants before they are all gone."

"Why will they all be gone?" asked Bill.

"Oh, they are selling for 98 cents, and all the boys will want them," Jack said. "It isn't often you can get pants for 98 cents."

"Jack," said Mrs. Valentine, "I wish you would wait until I have time to go down and look at those pants. I want to look at the labels on them and see what kind of goods they are made of. I want to find out if they will wash well."

"But these pants are an experiment," said Jack. "And the experiment won't work if you do the buying, Mrs. Valentine. I want to see if the pants I buy for 98 cents are as good as the ones you buy me for lots more money."



"Well, go on then," said Mrs. Valentine. "It's your own money you are using. And if you want to buy those pants, it's all right with me."

"I'll buy the pants, and I'll save enough money to have lots left," said Jack. And then he started off.

"Don't go home until I get back," he called to the children. "I'll be wearing my new pants. You will see me coming! Just watch for the boy in the finest long green pants you ever saw!"

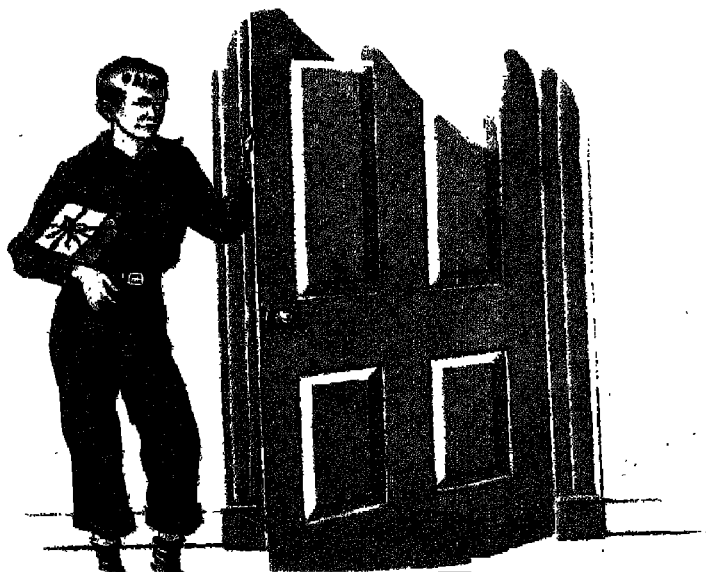
So the children waited and waited. But Jack didn't come for a long time. They were just getting ready to go home, when it began to rain.

As they waited for the rain to stop, the children looked out the window. All at once they saw a boy running along the lane.

"Why, that's Jack!" said Ellen.

"My goodness!" cried Mrs. Valentine.
"Look at Jack's experiment!"

"Oh-h!" laughed Bill. "Those aren't the FINEST long green pants we have ever seen, but they are the FUNNIEST!"



Buying Your Clothes

All of us like to have the fun of buying clothes, and we like to do it without too much help from others. But there are lots of things to think about when we buy clothes, as Jack learned after he bought the green pants.

What was one thing Jack should have found out before he bought those pants?

To find out how well clothes will stand water and sunlight, you must look for little labels like these. What do these labels tell you?



What are some other things you can find out by reading the labels on clothes?

Do you think you always get "a good buy" when you find something at a low cost? What makes you think as you do?

One good question to ask yourself when you are buying clothes is WILL THESE CLOTHES WASH OR CLEAN WELL? How can you and your mother find out about this? Watch for the labels on new clothes that help you.

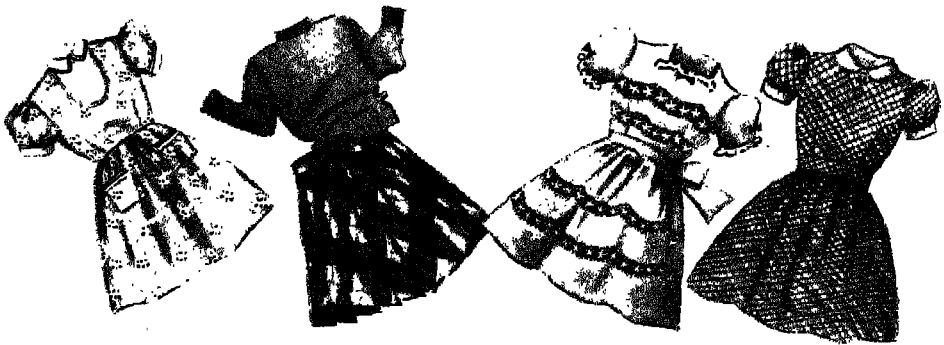
Another good question to ask yourself is DO THESE CLOTHES FIT WELL AND LOOK WELL ON ME?

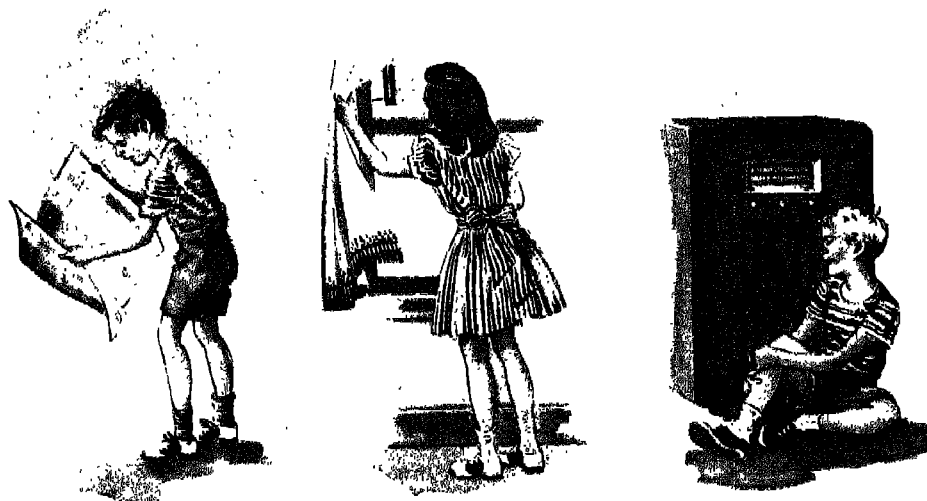
Which coat and hat do you think the boy in the pictures below should buy? Why?



Another question to ask yourself is ARE THESE CLOTHES THE KIND I REALLY NEED?

Look at the clothes in the picture below. Which would be good ones for a girl to buy for school clothes? Why? Which ones would be good "best clothes" for a boy? Why?





Clothes That Fit the Weather

The children in these pictures are using different ways to find out what the weather for the day will be. What is each one doing? How do you find out about the weather each day? Why is it important that you know what the weather will be?

What kinds of clothing will you wear on a cold day? Do you know why clothing of this kind helps to keep you warm? The clothing itself does not give you heat. It just keeps the heat in your body from escaping too quickly.

Woolen clothing holds the heat in your body better than other kinds of clothing. That is why you need woolen clothing to keep you warm in winter. And that is why you need clothing made from thin goods such as cotton in the summer. Thin goods like cotton lets the heat escape from your body more quickly.

The heat also escapes quickly when you or your clothes are wet. That is why it is always a good plan to put on dry clothes when you have been out in the rain and your clothes have become wet.

To help you see why it is true that heat escapes more quickly when you or your clothes are wet, you can try an experiment. Wet one of your fingers and then blow on it. Notice how cool your finger feels. Then blow on another finger that is not wet. How does it feel?



The wind on the wet finger makes the water go into the air, or evaporate. Whenever water evaporates, it takes away some heat with it. That is why your wet finger feels cool, or chilled.

In the same way other parts of your body can get chilled if you sit around in wet clothes. As the water in your clothes evaporates, some heat is taken away and your skin is chilled.

The picture below shows some of Ellen's clothing. Which should she wear when the weather reports are as follows:

MONDAY: Sunny and colder; highest temperature will be 35°.

TUESDAY: Rain and warmer; highest temperature will be 50°.



A Surprise for Jack

"Where is Jack?" asked the children. "He wasn't at school today."

"Jack has a cold," said Doctor Williams. "He got wet and chilled last Saturday, and he was tired, too. So I am not surprised that he got a cold."

"What do you mean?" asked Ellen.

"I mean that we get colds from others who have them and who carelessly spread the cold germs," said the doctor. "But I also mean that we get colds more easily when we are chilled or tired."

"Now I see why Jack didn't go to school today," said Ellen. "He didn't want to spread any cold germs."

"He wanted to take care of his cold, too," said Doctor Williams.

"We can help him do that," Susan said. "I know just what we can do to help him!"

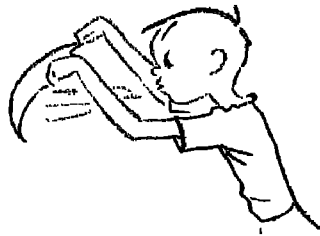
Then Susan told her plan to the others, and soon they were busy making a Silly Sam book. But this time the book was for Jack Williams! Here are some pages from the book.

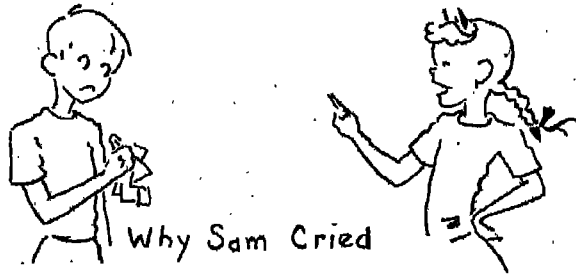


Sam Blows Gently

"Sam," said Smart Sue. "Don't blow so hard. Blow gently into your handkerchief. Always blow gently."

"H-m!" thought Sam. "That will be fun." So then he picked up another paper handkerchief. But this is how he blew into the paper handkerchief, that silly, Silly Sam!



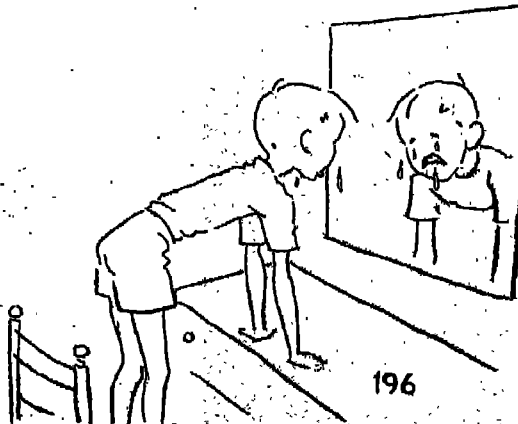


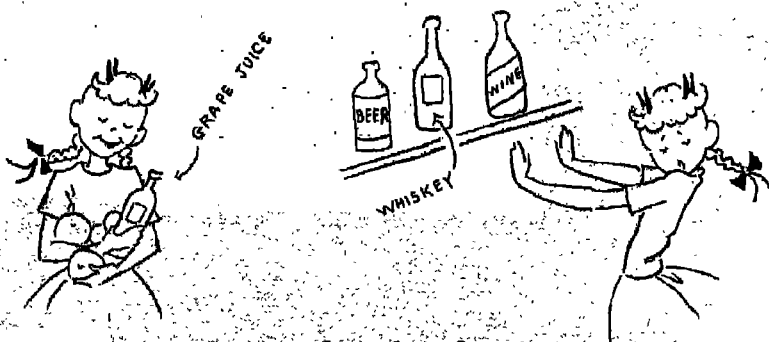
"Sam" said Smart Sue, "take that cold to bed. If you go to school with it, you will give the cold to others. Anyway, a rest in bed is good for colds. It will make a new boy of you."

So Sam went to bed and stayed there for THREE DAYS. Then he looked in the looking glass.

"Oh-h!" he cried. "My cold is gone, all right. And that is fine. But, oh dear! That rest didn't make a new boy of me. I look just the way I always did!"

Then he began to cry, that silly, Silly Sam!





Be Careful, Sam!

Sam, said Smart Sue, "drink lots of fruit drinks. They are always good for you. And when you have a cold, they are VERY, VERY good. But don't ever drink anything made from alcohol. Drinks made from alcohol are VERY, VERY BAD for you. They are bad for your body, and they make you look and feel silly."

"Whew!" said Sam. "You won't see me drinking anything made from alcohol. I don't want anything to make me any sillier! I am silly enough just as I am!"



When the Silly Sam book was all made, the children watched for Doctor Williams. Soon they saw him coming down the lane.

"Wait!" called Susan. "We have made something for you to give to Jack."

"My, my!" said Doctor Williams when he saw the book. "This will help Jack get better, I am sure!"

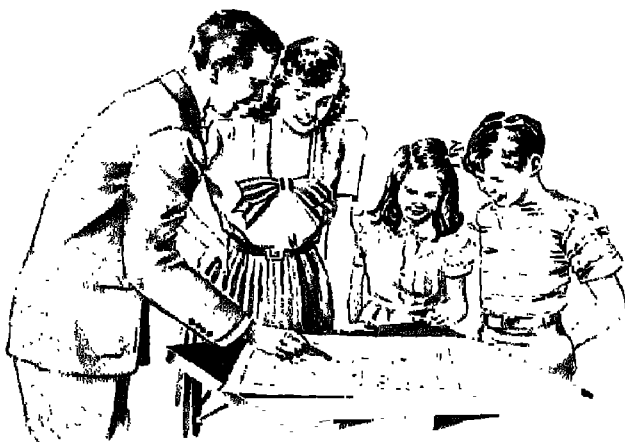
"The Silly Sam books helped me, all right," said Susan. "See how much better I am these days!"

"I see," said Doctor Williams. "And you are going to be even better. We will have you walking some day soon. You just wait and see!"



The Hunt Family





Mr. Hunt Thinks of Something

All winter long and all spring the Hunts had been talking about something. It was to be a surprise for Susan, the little girl next door.

"Susan can't walk or run yet," Mr. Hunt said. "But there is something she could do when summer comes. She could swim if she had a place to swim in."

"You are right," Mrs. Hunt said. "But she can't swim in Driftwood Lake this summer. No one can. The health officers say that the water has too many germs in it to be safe for swimming."

"Why can't you make a place for Susan to swim, Daddy?" asked Ann.

"Yes, why can't you?" asked Tom. "You build houses and things. Why can't you make a swimming pool in our back yard? There is lots of room for it there."

"I can," said Mr. Hunt, "and maybe I will. But I would have to talk it over with Susan's mother and father first."

"You should talk to all the neighbors," Mrs. Hunt said. "You should see what the Fosters and Doctor Williams think about a swimming pool. Their children would be using it; too."

So when summer came nearer, Mr. Hunt DID talk to the neighbors about it.

"A pool would be a fine thing for all the children," Doctor Williams said. "But we would have to be sure to keep the water in it clean and pure."

"Yes," said Mr. Hunt. "We will plan the pool so the water will be kept pure."

"A pool would mean a lot to Susan," said Mr. White. "If you make one, I want to help pay for it."

"Would it cost much?" asked Mr. Foster.

"No, not if we all do some of the work," Mr. Hunt said. "If we dig out the hole, my workmen won't have too much to do."

"Don't worry," said Grandfather Foster, "we will all help. Even the children will help, I am sure. So let's get started as soon as we can."

"All right," said Mr. Hunt. "We can start in a day or so, but let's not tell Susan what we are doing. Let's make the swimming pool as a surprise for her!"





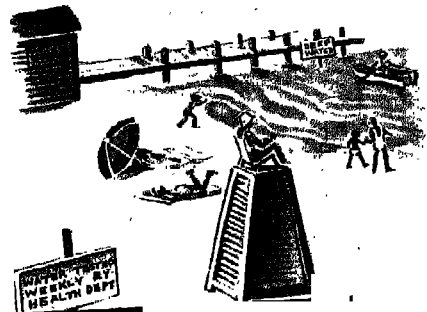
Safe Places to Swim

There was a little lake very near the houses on Driftwood Lane, but people did not swim there any more. Why not?

Why is it not safe to swim in water that has too many germs in it?

Would it be safe to swim in the pool in the picture above? Why or why not?

Which picture below shows a place that would be safe for swimming? What makes you think so?





Everyone Is Busy

In a few days the fathers began to work on the swimming pool. They worked every day when they got home and on Saturdays.

The children helped, too. They worked and worked every afternoon after school.

"Oh!" cried Bill when they stopped work the first day. "Oh-h, my back hurts!"



"My back hurts, too!" cried Ann. "And so do my arms."

"So do mine!" said Ellen.

"And mine!" said Tom.

The fathers didn't say anything, but they thought, "Our arms and backs hurt, too. We are not used to this work, and it makes our muscles sore."

But the next day their arms and backs did not hurt so much, and in just a few days they did not hurt at all. The exercise was making everyone's muscles grow stronger.

All this work on the swimming pool was keeping the mothers busy, too. Two or three times a week they could be seen putting out washings in their back yards.

"My, my!" said Mrs. Hunt to Mrs. White and Mrs. Foster. "Working on that pool surely gets the clothes dirty, doesn't it? But I don't care as long as my family wears clothes that can be washed!"

"There is one good thing about all the dirt they get on them," laughed Mrs. Foster. "Even Bill can see that he needs a bath every night!"

"And working on that pool seems to make everyone eat more," said Mrs. White. "Aren't your families always hungry?"

"Always," said Mrs. Foster. "I surely am kept busy cooking for them."

"I cook more food than I ever did," Mrs. Hunt said, "and there never seems to be anything left. But it's good to see my family eating so well, and it's good to see them getting so strong."

"Isn't it funny?" laughed Mrs. Foster. "We started the pool as a surprise for Susan to help HER. But see how it is helping the rest of us, too."



Why Don't the Children Play?

Everyone on Driftwood Lane was very careful to keep Susan from knowing about the surprise.

No one would take her wheel chair to the back yard any more. "It's prettier in the front," her mother would say.

Or one of the children would say, "There isn't much sun in the back yard. The front yard is better."

So Susan didn't know about the big hole in the Hunts' yard—the hole that was going to be a swimming pool some day.

No, Susan didn't know about the surprise. But she did know that the children didn't play with her as much as they used to.





Even when the children did come to see Susan, they didn't want to run or play. They only wanted to sit beside her wheel chair and rest.

Often Susan thought of some good running games that the others could play, but the children didn't want to play them.

"Why don't you play?" Susan would ask. "Why do you just sit? I think of good games for you, but you won't play them. If I could run, I would be doing it all the time! You wouldn't see me just sitting around the way you are."

At last Ann explained a little by saying, "We are working hard these days, Susan. We are all tired."

And Ellen said, "See if you can think of some quiet games, Susan. Think of some guessing games, and we will be glad to play them."

"What work are you doing?" asked Susan. "Is it school work?"

"Well-ll," said Bill, "we do work at school, all right. But we have all been doing some work around home, too."

"School will be out in a few weeks, won't it?" asked Susan. "When school is out, you will not be so tired. Then you can run and play more than you do now."

"Um-hum," Ann said.

The other children didn't say anything at all, but they thought, "When school is out, we will have more time every day to work on the surprise."

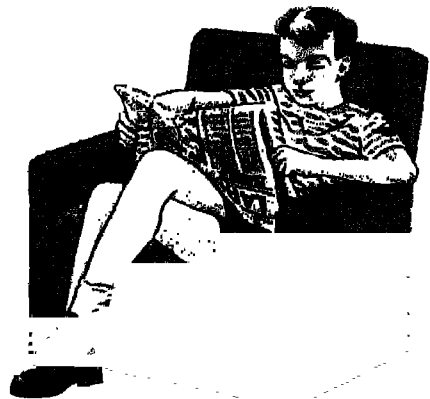
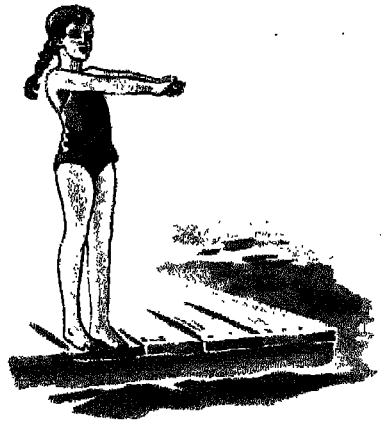
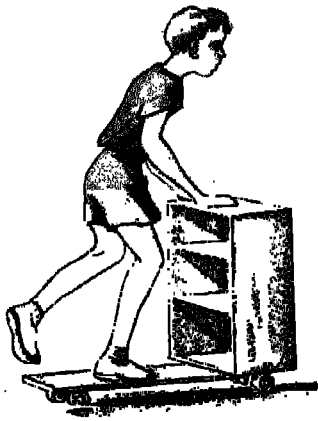
Time to Rest

There was lots and lots of work to do on the swimming pool, but Bill and Ellen and the others didn't try to work too long at a time. They stopped now and then to rest a little. Why do you think that was a good plan?

When you stop to rest now and then, you keep from getting too tired. So, when you are working hard at something, take time out now and then to rest. That will not only keep you from getting too tired. It will help you do more and better work.

There is another time when you should rest or sit quietly, and that is right after eating. If you run or jump or swim right after you eat, your stomach cannot take care of, or digest, your food as it should.

Look at the pictures on page 211. Which ones show the best things to do right after eating? What makes you think so?



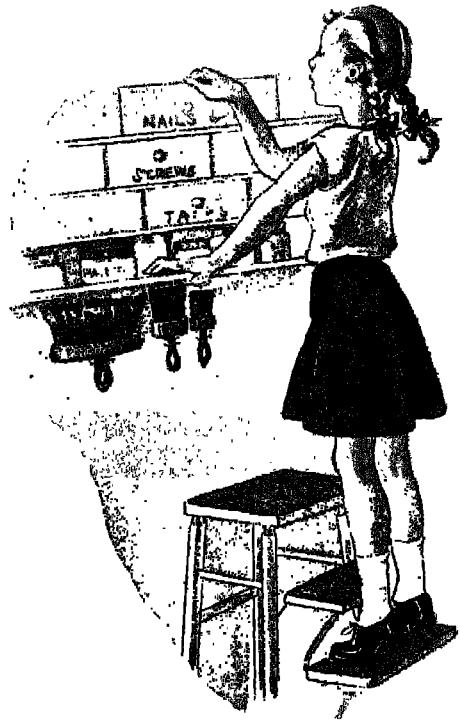
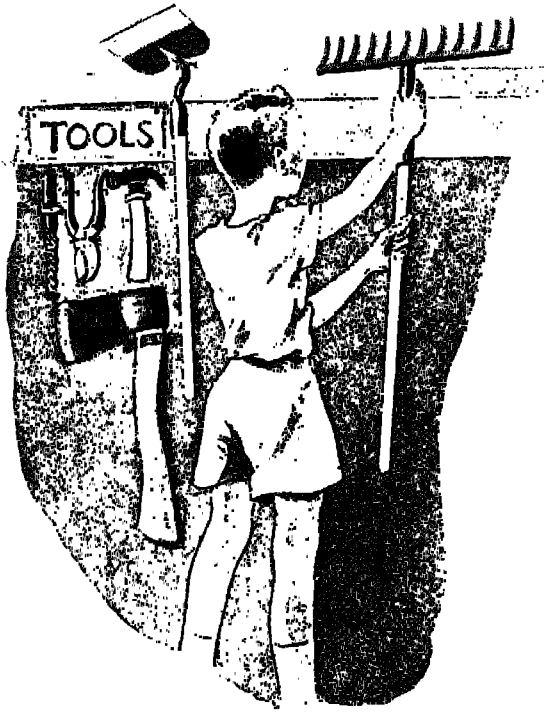


Working Safely

One day there almost was an accident in the Hunts' back yard where the children were busy digging. Mrs. Hunt called to Tom, and he stopped working and ran to see what she wanted.

Look at the picture. What was the accident that almost happened? In what way was Tom careless?

Now look at the children in the pictures on page 213. You can see that these boys and girls are being very careful. What good safety rules can you give to go with each picture?



Two Surprises

Nancy was the only one who had much time to be with Susan these days. Nancy was too little to help with the digging, and she was too little to understand just what the others were making. All she knew was that it was to be a surprise, a big surprise for Susan.

So Nancy played with Susan. Sometimes they played with dolls, and sometimes they played with Susan's paints. But best of all were the times when Susan would read from a storybook.

One day as Nancy sat beside Susan, she noticed that Susan was moving her feet.

"Oh-h!" cried Nancy. "I didn't know you could do that!"

"Um-hum!" said Susan. "The exercises I learn at the hospital help me to do that. But I am tired of just moving my feet. I want to stand and walk."

"Do it then," said little Nancy. "Come on, do it!"

"Oh, Nancy," Susan said, "I can't. The doctor thinks I can, but I can't."

"Look," said Nancy, as she jumped to her feet. "It's easy to stand. See me do it! Now you do it, too."

"All right," said Susan, "I'll try. I know I can't, but I'll try."

So she did try. She worked and worked, and at last she got to her feet. And what a surprise! She did stand for just a little! Then flop! Back she went into the wheel chair.

"Did you see me, Nancy?" she cried. "I was standing! And now I know that I'll be walking soon!"



"Oh-h!" cried little Nancy. "Can we tell everyone what you did?"

"I don't want Mother and Daddy to know just yet," Susan said. "I want to wait until I really can walk. Then think how surprised they will be!"

"Can I tell Ellen and Bill?" asked Nancy.

But Susan didn't hear. She was thinking, "I'll get Doctor Williams and the nurses at the hospital to help me. I'll get them to help me stand and walk."

"Can't I tell anyone?" asked Nancy. "Not anyone at all?"

"No, no," said Susan, "don't tell anyone. Let's keep it for a surprise."

"All right," said Nancy, "I like surprises anyway. The others are making one for you, and you are making one for them. That will be TWO SURPRISES!"

But Susan didn't hear. She was thinking of the day when she would be walking again.

The Girls Go Shopping

The next Saturday morning Ellen and Ann didn't do any work on the swimming pool. Instead they went downtown with Mrs. Hunt to buy some bathing suits.

All the way downtown on the bus they talked about the kind of suits they would buy. And they talked about the kind of suit they should buy for Susan White.

"Mrs. White said we should get a woolen suit," said Ellen. "A woolen suit will keep Susan warm. We wouldn't want her to catch cold in our swimming pool."

"She didn't say what color to get," Ann said. "But I think we should get a blue one. Susan looks pretty in blue because her eyes are so blue."

"Look!" cried Ellen. "There is a blue suit in the store window. Wouldn't that look fine on Susan!"



"Ellen, Ellen," said Mrs. Hunt, "keep your head and arms inside the window! We can see the bathing suit you mean, but you mustn't put your head out the window like that. It just isn't safe!"

"I know," said Ellen, "but I forgot."

"We will get off at the next stop and go back to that store," Mrs. Hunt said. "It's a good place to do our shopping."

So they got off the bus and went back to the store with the blue bathing suit in the window. There Ellen bought a pretty red bathing suit, and Ann bought a yellow one. But they couldn't find a blue suit to fit Susan.

They tried another store down the street.

"We want a blue bathing suit," Ellen said to a clerk. "One for——"

"Right here," said the clerk. "Here is just the bathing suit for you."

"That's too big," said Ellen. "You see, the suit isn't for ME. It's——"

"Oh, I see," the clerk said, and she went hurrying away. When she came back, she showed another blue suit to Ann.

"Oh, no!" cried Ann. "That's too little——"

"You see," laughed Mrs. Hunt, "the bathing suit isn't for either of these girls. It's for the girl next door to them—a little girl who's been sick. She wears size 9."

"Now I see!" laughed the clerk. "And now I'll find the prettiest bathing suit we have for that little girl next door."

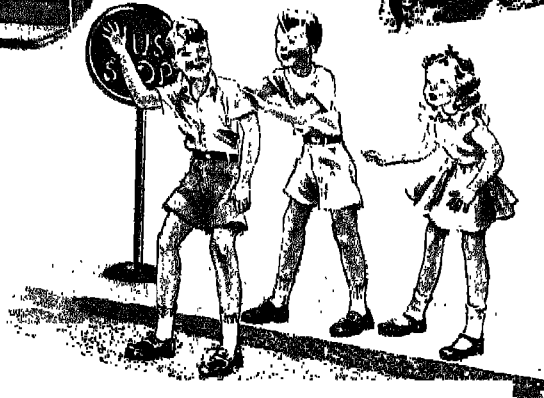
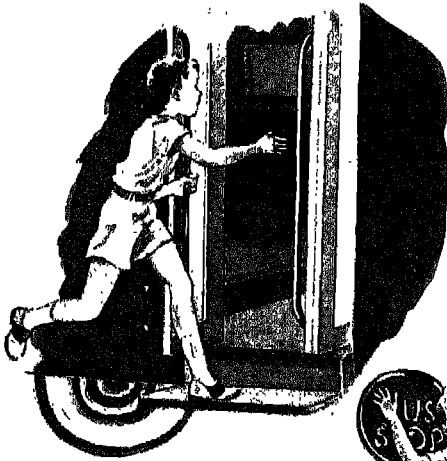
So that's just what she did. And this is the suit she found!



Keeping Safe

Ellen forgot an important safety rule when she was going downtown on the bus. What was the rule that she forgot? Why is that an important rule to remember?

Now look at the pictures below. What safety rules should each boy or girl in these pictures remember?



The Schick Test

One afternoon as the children were getting ready to work on the swimming pool, Ann Hunt happened to tell her mother that one of the girls at school had diphtheria.

"My goodness!" said Mrs. Hunt. "I am going to call Doctor Williams right away. I want him to see you and Tom this very afternoon if he can."

"But why?" asked Ann. "We aren't sick."

"I know," Mrs. Hunt explained, "and I don't want you to be sick. Doctor Williams can give you a test called the Schick Test. That will tell us whether you or Tom can get diphtheria. If you can, he will put medicine under your skin to help keep you safe from diphtheria germs."

"Will Susan have to go to the doctor?" asked Tom. "Will Bill and Ellen and Nancy have to take that test, too?"

"No," said Mrs. Hunt. "I think they all had that test not long ago."

Then Mrs. Hunt called Doctor Williams, and he said, "Send the children over at four o'clock today."

At four o'clock Tom and Ann went to Doctor Williams' office.

"Will that test hurt?" asked Ann. "Will it hurt us much?"

"Will it make us sick so we can't work on the swimming pool?" asked Tom.

"Don't worry," Doctor Williams said. "It won't hurt too much, and you won't be sick."

Then he put a little medicine under the skin of Tom's arm and of Ann's arm.

"Come back in a few days," he said. "If a little red mark has come on your arm, that means you can get diphtheria."

So Tom and Ann went home. They looked and looked, but they didn't see any marks on their arms.

In a few days Tom and Ann went back to see Doctor Williams. He looked at their arms and said, "Well, I guess you two are immune."

"Oh-h!" cried Ann. "Is that something very bad?"

"Not at all!" laughed the doctor. "To be immune from diphtheria means that you have something in your blood that keeps you safe from diphtheria germs. It means that I won't have to put any medicine under your skin to make you safe!"

"Wheel!" said Tom. "It means that we can go back to work on the pool and that we won't be getting diphtheria. Come on, Ann. Let's get back to work!"



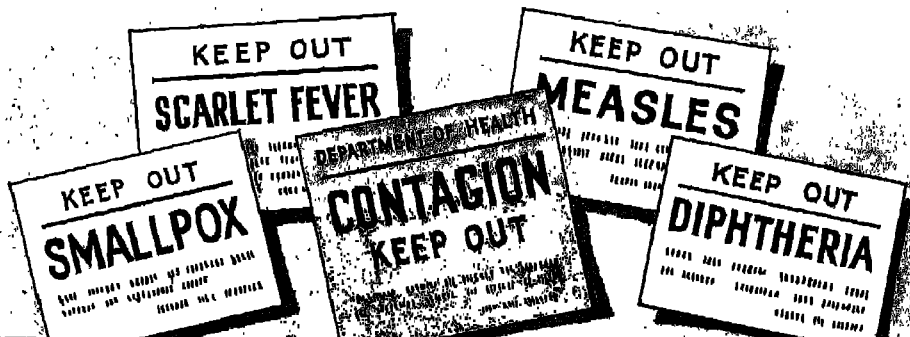
Safe from Disease

Tom and Ann learned one way that the doctor could help to keep them safe from disease. What was this way?

Have you ever had the Schick Test or any other test to see if you are immune to different kinds of diseases? If you don't know, ask your mother when you go home today.

There is one thing that almost all of you have had done to keep you safe from the disease of smallpox. What is it?

There are ways you can help, too, in keeping yourself safe from diseases that you can get from others. What must you be sure to do when you see signs like the ones below on houses? What must you do if a sign like one of these is on your house? Why?



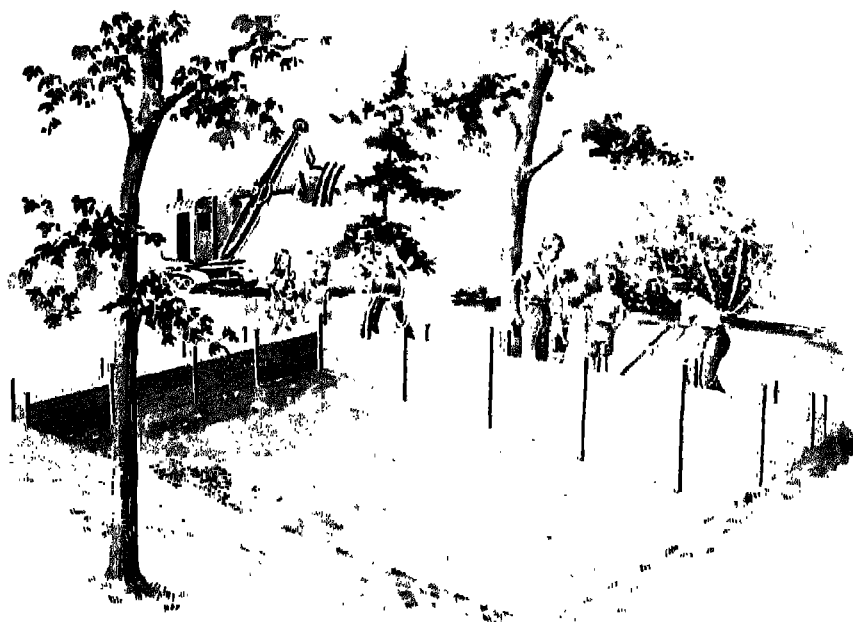
New Workmen Come

One day Mr. Hunt said to his neighbors, "We have done all the work we can on our swimming pool. Now I must get the workmen to do the rest. They will work very fast, and the pool should be ready before long."

So the next day the workmen came with some big machines and began to work on the pool. Before long all the children on the lane were there to watch them. All of them but Susan! Her mother took care to have her in another part of the house where she couldn't see the men and their big machines.

All morning the children watched the workmen, and all morning they kept asking questions.

"Oh-h!" cried Ann when the workmen began to put some cement in the pool. "They are going to fill up the hole we made! Don't you think we should stop them?"



"No, no, Ann," laughed Jack Williams. "They are just putting cement all around the hole so water won't run out of the pool."

A few days later Bill asked, "Now what are they doing?"

"They are fixing the pool so that clean water can be pumped in and out of it," said Jack.

"They are doing something else, too," Tom said. "They are putting in something to help keep the water pure. My father says that it is called a filter."

"Just think!" said Ann. "In a few days we can all go swimming right here in the back yard!"

"When we aren't swimming, we can sit along the side of the pool in our bathing suits and get a sunbath," Ellen said. "We can sit for hours and hours, and soon we will be so brown that our own mothers won't know us!"

"Oh, Ellen," said Jack Williams, "you mustn't sit for hours and hours the first few days. Some parts of your body aren't used to so much sun, and they might get badly sunburned."

"You should sit in the sun just a little while at first. Then each day you can stay in the sun a little longer. That's the only safe way to take sunbaths."

"All right, Doctor Jack," laughed Ellen. "We will do just what you say, and we will see that Susan does, too. We wouldn't want her to get badly sunburned."

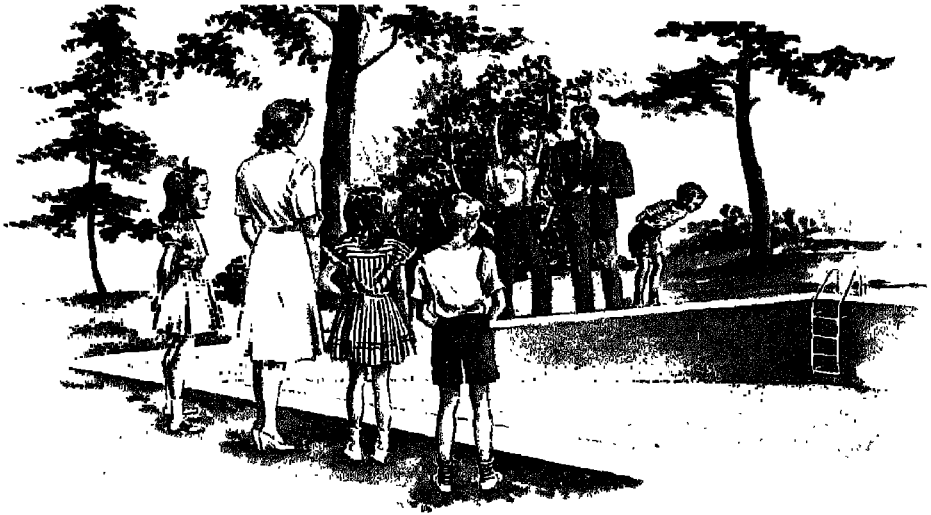
"My!" said Ann. "I wish Susan could be here now. She is missing all the fun of seeing how the pool is made."

"Don't worry about that," said Jack. "It will be even more fun for her later when the pool is all done. I think it will be the best surprise she ever had!"

So the children went on watching the workmen, and not one of them had time to think about Susan or to play with her. Not even little Nancy!

But Susan wasn't sorry that the others didn't have any time to play with her. She really didn't even miss them; because she was busy working on her own surprise. She would move her legs a little, and then she would rest. And when her mother wasn't looking, she would stand up.

"Soon I will be ready," she kept thinking. "Soon I will show Mother and Daddy my big surprise."



Waiting for Saturday

After working on the swimming pool for a few days, the workmen took their machines and left. Their work was all done.

"Is the pool ready?" asked Tom. "Can we put in the water now?"

"Not today," said his father. "We must wait a little longer for the cement to dry. I think we can put in the water on Saturday, and then have Susan come to see the pool."

"Oh, my!" cried Ann. "I don't know how we can wait all that time!"

"Something must be done," said Mrs. Hunt when she heard that the surprise would have to wait a few days. "We must find something to keep the children busy. If we don't, they may give away the surprise before next Saturday."

"I know what to do," said Doctor Williams. "Let's have the children make another Silly Sam book for Susan. This time they can have the book tell about good safety rules for swimmers."

"That is a good idea," Mrs. Hunt said. "I know that will keep the children busy for a while." And it did!



Here are some of the pages that the children put in the book.

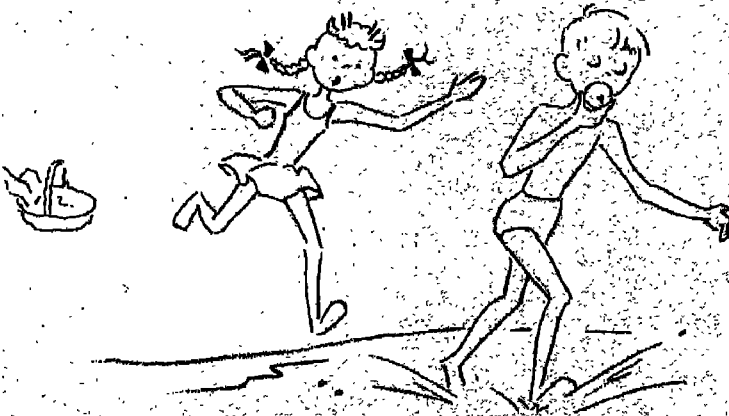


Sam Goes Swimming

"Sam," said Smart Sue, "We will eat lunch now. Then we must wait an hour or so before we swim. It isn't safe to swim right after we eat."

"Is that so?" said Sam. And then he said, "If it isn't safe to swim right AFTER I eat, I'll swim WHILE I eat."

And if Sue hadn't stopped him, that's what he would have done, that silly, Silly Sam!



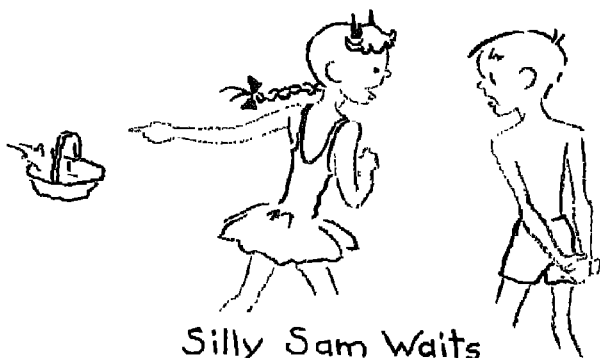
Sam Takes an Experiment

"Sam," said Smart Sue, "don't stay in the water so long. You should come out the minute you feel cold. You will get all curled and blue if you don't come right out."

"My!" thought Sam. "I wonder how I would look if I were all blue."

"Well," said Sue, "you can wonder, but you won't see. Out you come, Silly Sam, out with me!"

Now wasn't it good that Smart Sue
Always knew just what to do?

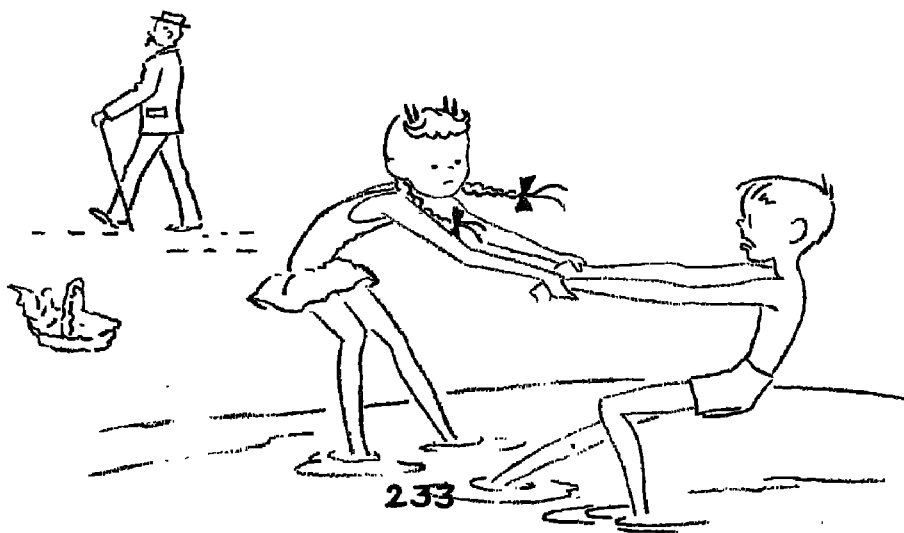


Silly Sam Waits

"No, Sam," said Smart Sue, "you can't go in swimming now. You must wait until Aunt Jane comes. It isn't safe to go in swimming when there isn't any grown person around."

So Sam waited and waited. At last he saw a man walking past. "Whee!" he cried. "There's a grown person. So I can go swimming now."

And he would have gone in, too, if Sue hadn't stopped him. He was awfully silly, that Silly Sam!



By Friday the Silly Sam book was all ready, and then the mothers found something else to keep the children busy.

"We will have a party tomorrow, too," Mrs. Hunt told them. "After Susan sees the pool, you children can swim for a while. Then we will have a picnic lunch. Later we will all do some stunts."

So everyone got busy again—busy doing some cooking and busy planning some stunts for the party.

"What fun this is!" said Ann. "Won't Susan be surprised!"



Something Really Happens





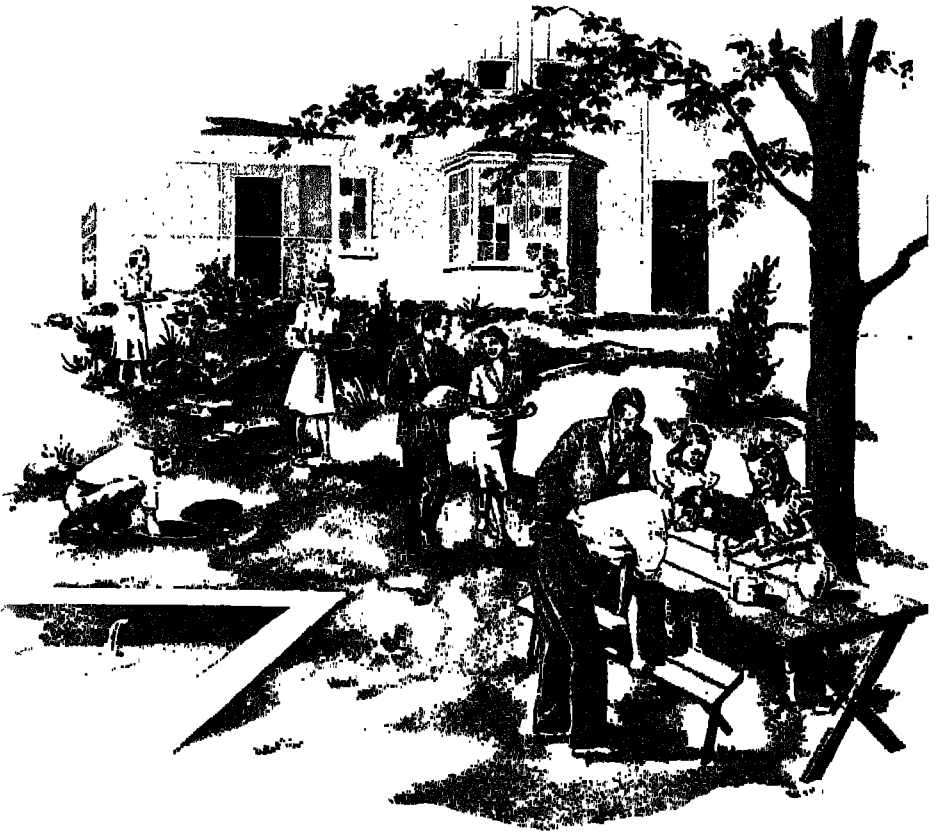
The Best Surprise

Everyone on Driftwood Lane was up very early on Saturday morning.

"Today we will show Susan our surprise," sang Ann as she washed for breakfast. "Today is the party, and what fun we are going to have!"

"Today we put the water in the pool," sang Tom as he dressed. "Today Susan can see the surprise."

And over at the Fosters' house little Nancy kept saying to herself, "TWO big surprises today! I like surprises."



There were many things to do that morning, and everyone had to work very fast.

At last the picnic lunch was ready, the swimming pool was ready, and all the stunts were ready, too.

"I'll get Susan now," said Mr. White. "We are all ready for her."

Mr. White found Susan sitting out in the front yard.

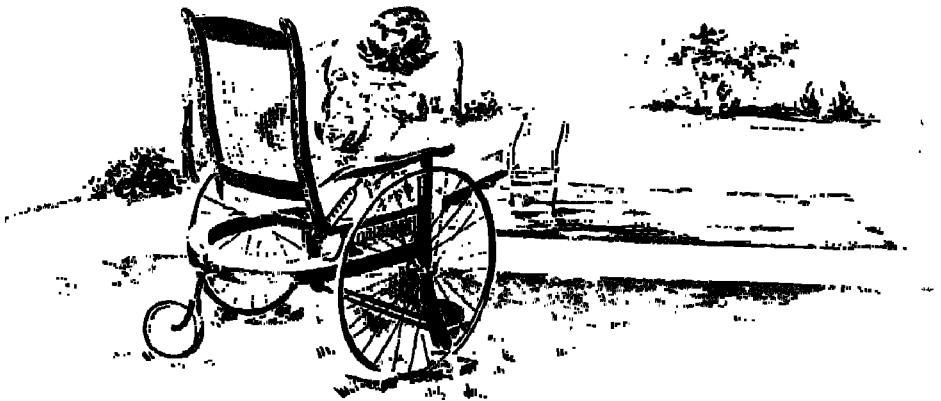
"Come, dear," he said. "I will push your wheel chair over to the Hunts' back yard. We have something we want to show you there."

So her father pushed the wheel chair to the Hunts' back yard. And there Susan saw the surprise.

"Oh!" she cried. "A place to swim! What fun you will all have!"

"But it is for YOU," said Tom. "It is for you, Susan."

"Yes," said Ann, "you can't walk, but you can learn to swim. You will have fun, too."



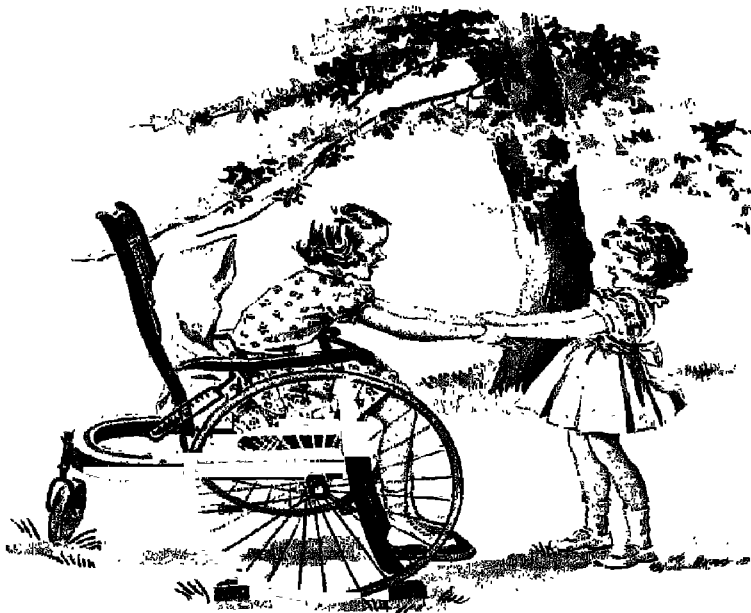
"Isn't it a good surprise?" asked Ellen.
"Don't you like it, Susan?"

"Oh, yes!" cried Susan. "It's a wonderful surprise!"

"TWO surprises," said little Nancy. "This is one surprise, but we have another surprise."

"Funny little Nancy," said Ann. "This is the only surprise we have."

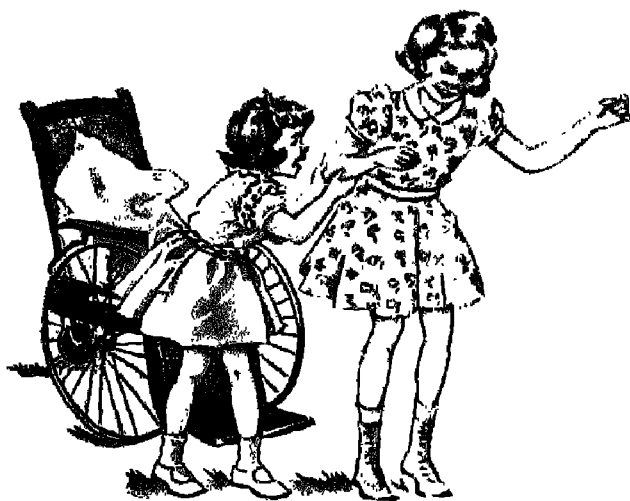
"No, no, no," said Nancy. "TWO surprises! Susan has a surprise, too. Come on, Susan. Show them your surprise."



Susan laughed a little, and then she said, "Nancy is right. I do have a surprise for you."

Then she sat up straight in her wheel chair. Next she took Nancy's hand. And almost before the others knew what was happening, Susan was on her feet!

Slowly she took one step and then another and another!



"OH-h!" cried Ellen. "Look at Susan! She is walking! She is really walking again!"



What a happy time it was for everyone! Susan's mother and father were so surprised and so happy that they couldn't even talk at first.

At last her father said, "We had a good surprise for you, Susan. But you had a much better one for us."

"Yes," her mother said, "your surprise is the best we ever could have, Susan."

"Come on!" cried Ellen. "Let's get into our bathing suits and have a swim."

"Just think!" laughed Bill as they ran to change their clothes. "I used to say that nothing ever happened on Driftwood Lane. But I'll never say it again!"

TO THE TEACHER

The Girl Next Door is the fourth-grade book of the Health and Personal Development Series. The important concepts of health, safety, and personal development introduced in this book are listed on pages 244-254.

All words in *The Girl Next Door*, except the 299 listed below, are words used in the preceding books of this series—*Happy Days*, *Good Times*, *Three Friends*, and *Five in the Family*. For children who have completed The Basic Reading Series through *More Streets and Roads* (Book 3rd), only the 93 words printed in boldface type in the list below will be new.

Vocabulary List

Unit I	23	boil	41	sell	68	—
6 Driftwood		also		report	69	—
Lane		garbage	42	business	70	silly
Hunt	24	dangerous		kill		smart
7 herself		careless	43	money	71	—
8 sit		kind		sweating	72	—
circus	25	men	44	—	73	—
truck		thump	45	possible	74	—
9 past		pile	46	—	75	—
excited	26	spark	47	learned	76	—
badly		oily		restaurant		Unit III
10 son		themselves	48	—	77	—
pieces	27	almost	49	settled	78	poor
lake		floor	50	—		nursery
near		roof	51	hope		collect
11 hobby	28	—		quiet	79	knit
different	29	—	52	tomorrow		send
try	30	cover	53	write		cards
12 joke		space		telephone		save
true		air	54	—	80	library
happens		metal	55	never	81	—
sure	31	truck	56	—	82	—
Unit II		front	57	—	83	hard
13 —		poem	58	—		bite
14 easy	32	bathtub	59	kitchen	84	office
boards		mine		suddenly	85	bit
seek	33	—	60	those		sorry
15 low	34	watched		stay		bothered
16 crash	35	outside	61	explain		forgot
such		while	62	—	86	cut
heard	36	—	63	nails		skin
17 rats	37	fresh		wheel		through
side		same	64	else		medicine
done		exercise		meat	87	person
rubbish		mystery		butter		remember
18 move	38	worrying		bread		below
officers		each	65	list	88	examined
19 tear		yesterday		diet		often
20 —		sunshine	66	include	89	—
21 —	39	lemonade		sweet	90	yet
22 diseases		cents	67	meals		dressed
kept	40	because		check		brother

91	—	127	—	shiver	196	—
92	lose	128	grind	nose	197	—
93	trouble	129	afternoon	flop	198	—
94	forget	130	together	skeleton	Unit V	
	habits	131	—	framework	199	—
95	important	132	building	161	200	—
96	—		minerals	162	201	pool
97	cross		calcium	layer		pure
98	understand		phosphorus	fingers	202	pay
	Monday	133	—	stretch		cost
99	noticed	134	vitamin	above	203	dig
	neat		body	organs	204	—
	meant	135	—	heart	205	sore
100	wonder	136	—	lungs	206	cooking
	partly	137	—	pumping	207	—
	comfortable	138	—	blood	208	beside
101	—		Unit IV	fastened	209	—
102	—	139	—	position	210	stomach
103	policeman	140	experiment	chance		digest
	patrol		baking	ice	211	—
104	—	141	—	cream	212	—
105	safety	142	chart	hospital	213	—
	rules		tall	169	214	—
	following		age	170	215	—
106	accidents		height	171	216	—
	pupils	143	built	sled	217	bathing
107	—		thin	172		suits
108	legs	144	weight	173	218	—
	crippled		gains	bean	219	clerk
109	seemed		few	ear		size
110	—		months	174	220	—
111	—	145	record	175	221	Schick
112	Gertie		ideas	176		test
113	country	146	—	nerves		diphtheria
114	wearing	147	rub	eardrum		whether
115	least		wink	sound	222	—
116	—		secret	passageway	223	immune
117	—	148	wrong	177	224	—
118	club	149	lids	brain	225	Friday
	bus		quickly	wax		cement
	filled		lashes	sharp	226	filter
	hole	150	protect	loud	227	—
119	crack		interesting	slapping	228	—
	braces		iris	180	229	—
120	crooked	151	socket	181	230	—
	straightened		middle	182	231	—
121	—		hollow	183	232	—
122	become	152	—	184	233	—
	reasons	153	hold	185	234	picnic
123	tartar		inches	pants		
124	neck		infections	labels	235	—
	gums	154	—	186	236	—
125	enamel	155	—	187	237	—
	decay	156	waste	bought	238	—
	instead		kidneys	question	239	—
126	six		bowels	189	240	step
	second		temperature	190	241	—
	set	157	cooled	191		
	jaw		high	192		
				193		
				194		
				195		

Important Health and Personal Development Concepts Introduced in *The Girl Next Door*

This book is centered around a neighborhood which is facing a problem. A new family has moved to the lane—a family with a little girl who has had infantile paralysis and must struggle to regain her health and the ability to walk. Of course all the neighbors want to help, and both parents and children in the various families frequently get together to plan ways to be of assistance. They are aided in their endeavors by the kindly Doctor Williams, who also lives on the lane. In their zeal to help Susan, the little sick girl, the other children learn much about healthful living that is of direct benefit to them, too. And very soon they begin to realize that material things are of little value without health and that good health is indeed one of life's greatest assets.

Although Susan, "the girl next door," occupies a prominent place in the book, ample provision is made for stories devoted to the interests and activities of the other children in the neighborhood. In fact, a special attempt is made to make all the children come alive as individuals and to indicate how the different ones cope with their particular problems related to health, safety, and personal development.

The list that appears on succeeding pages shows the important concepts of health, safety, and personal development emphasized in *The Girl Next Door*. These concepts center around the known needs and interests of nine- and ten-year-olds. In fact, research done in connection with this and other books in the Health and Personal Development Program is embodied in a companion book for teachers and parents—a text in child growth and development entitled *These Are Your Children*.¹

Among the special needs of this nine- and ten-year-old age group are these: need for being "resold" on the desirability of maintaining health habits previously established, since there is a tendency toward "back-sliding" at this stage; understanding of how the body grows and develops, and of the "plateau periods" in preadolescence that often precede the growth spurts to come; help in getting along with one's own age group, since this is a period when having friends and especially "a best friend" is of extreme importance; ability to "take" disappointments and upsets of various kinds, to work for happy feelings, to see things from the other person's point of view.

Suggestions for establishing a classroom environment that promotes physical and mental health, together with an introductory chapter on "Nine- and Ten-Year-Olds—Their Needs and Characteristics" are provided in a Teacher's Guidebook to accompany the use of *The Girl Next Door*. Complete lesson plans for each story and the follow-up material are also presented in the Guidebook.

¹*These Are Your Children* by Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer. Expanded Edition. Scott, Foresman and Company, Chicago, 1953.

NOTHING EVER HAPPENS

UNIT ONE (A prologue to establish the setting of the book and to introduce most of the important characters)

Driftwood Lane (pages 6-12)

HEALTH: Leads for discussing the kinds of activities most suitable for very warm days and for stressing the values of quiet play as against strenuous exercise on such days.

PERSONAL DEVELOPMENT: The art of amusing yourself is decidedly worth cultivating! Hobbies need not be elaborate or expensive—how well they satisfy and give personal pleasure is the only test they need pass. Leads for discussing and exploring the children's own hobbies and special interests.

THE NEW FAMILY

UNIT TWO (Emphasis on community health, safety, and the prevention of disease)

Hide-and-Seek (pages 14-16)

SAFETY: Safe versus unsafe places to play, with emphasis on the dangers of old, deserted houses containing rotten or broken boards, rubbish that isn't safe to play in, etc. Leads for discussing hazardous spots in the children's own neighborhoods and for listing other, safer places to play.

The Old Gray House Must Go (pages 17-19)

COMMUNITY HEALTH: Ill-kept yards and houses are a menace to health as well as an eyesore to a community. Such places can usually be cleaned up if the help of the local health department is sought.

PERSONAL DEVELOPMENT: Children often desire to be as powerful as adults. This is natural. Children sometimes resent the actions of adults. This also is natural. Usually it is better for youngsters to talk about such feelings than to hold them in.

Safe Places to Play (work page 20) and **Playing Safely** (work page 21)

SAFETY: Leads for further consideration of safe versus unsafe places to play. Development of the idea that it is not enough to find safe places to play—reasonable caution and good sense when playing are also needed! Emphasis on the fact that some games, such as football, require special protective equipment. Without such equipment the game should not be played—or should not be played unless modifications are made for safety's sake.

Health Officers (pages 22-24)

COMMUNITY HEALTH: Development of an awareness of and appreciation for the kinds of work that local health officials perform in the community. Leads for stimulating children to make first-hand observations of the work of the health department in their own community and to read more extensively on this topic in other textbooks and reference materials.

Who Did It? (pages 25-28) and **How Fires Get Started** (work pages 29-30)

HEALTH: Reinforcement of the idea that houses must be kept clean and in good repair for health and safety.

SAFETY: Development of an awareness of such potential fire hazards as leaving piles of paper and rubbish, leaving oily rags in closets or cupboards, using matches or candles to search for things in attics or closets, playing with matches, etc.

PERSONAL DEVELOPMENT: Being a good sport about "owning up" when you have been pretending is commendable. It helps at such times if others, instead of preaching, show that they understand the temptation to "show off" sometimes.

Moving In (pages 31-33) and **How Do These Help Us?** (work page 34)

HEALTH: Proper kinds of household equipment are of immeasurable value in helping us to keep clean and healthy. Leads for review of desirable health routine: washing in the morning, before eating, and at night; taking baths frequently; changing to clean clothing often; forming the habit of looking at oneself now and then to note evidences of health and good grooming.

Where Is the New Girl? (pages 35-37) and **Playing Outdoors** (work page 38)

HEALTH: Fresh air, sunshine, and outdoor play are all essential to good health.

PERSONAL DEVELOPMENT: Curiosity about others is natural and normal, and a welcoming attitude toward new neighbors or classmates is wholesome. A good film to show here is *The Fun of Making Friends* (Coronet Films).

The Lemonade Stand (pages 39-43), **How Germs Are Spread** (work pages 44-46, and **Which Place Is Cleaner?** (work pages 47-48)

HEALTH: Review of the need for outdoor play. Leads for discussing some of the common ways in which germs are spread.

COMMUNITY HEALTH: Development of a few simple criteria by which stores and restaurants can be judged from the standpoint of cleanliness; e.g., proper equipment for storing or displaying food, appearance of workers, cleanliness of equipment, adequate screening for doors or windows.

PERSONAL DEVELOPMENT: The ability to accept helpful criticisms graciously and to *do something about them* is worth cultivating!

The Mothers Make a Call (pages 49-52) and **The Safe Thing to Do** (work page 53)

HEALTH: Some illnesses are contagious; others are not. When people are ill, it is necessary to determine what is the matter before taking any chances of exposure to a disease. Reinforcement of the fact that fresh air and sunshine are conducive to health.

PERSONAL DEVELOPMENT: It is helpful to new people in a neighborhood to know that people already established there are extending welcome and friendliness. Calling on new neighbors helps them to feel "at home." People appreciate friendliness—they also appreciate non-probing interest in them and their problems.

The Children Make a Call (pages 54-58)

PERSONAL DEVELOPMENT: Even though a person is sick or has a physical handicap, he still needs to be treated as if he "belonged" and were not apart or different. When people have been ill for a long time, they are apt to become irritable or depressed—allowances must be made for this. Gifts are one way of expressing friendliness and thoughtfulness for another person. They need not be expensive or elaborate. It is the thought that is important.

What Can the Children Do? (pages 59-61)

PERSONAL DEVELOPMENT: Material possessions are not everything in life. They are less important for happiness than a sound body and good health!

Doctor Williams Helps (pages 62-64) and Foods You Need (work pages 65-67)

HEALTH: There are certain basic daily foods that we all need to keep us strong, healthy, and relatively safe from disease. These basic food requirements include the eating of some food every day from each of the following groups: **GROUP ONE**—green and yellow vegetables; **GROUP TWO**—oranges, grapefruit, other citrus fruits, tomatoes; **GROUP THREE**—potatoes, other vegetables and fruits; **GROUP FOUR**—milk, cheese (and for children preferably some extra source of Vitamin D, such as cod-liver oil); **GROUP FIVE**—meat, poultry, fish, eggs (in addition to the daily helping of meat, poultry, or fish, about four eggs a week should be eaten); **GROUP SIX**—bread, flour (used as a base for various dishes), cereals; **GROUP SEVEN**—butter, Vitamin A margarine.

Leads for consulting other textbooks and reference materials about the subject of daily food requirements.

Susan Laughs (pages 68-76)

HEALTH: Leads for discussion and expansion of ideas previously developed in this health series; e.g., daily milk requirements, the advisability of children drinking milk with meals rather than tea or coffee, the need for brushing teeth every day and for seeing the dentist once or twice a year, proper care of fingernails, the desirability of eating vegetables daily and of getting sufficient liquids each day. (Note—The Silly Sam book will be a recurring feature of *The Girl Next Door*. Designed to give a "lift" to the book and to avoid the grim, "do-or-die" tone common to health books of the past, these little cartoons and stories may stimulate the children to create similar ones of their own.)

THE FOSTER FAMILY

UNIT THREE (Emphasis on starting off the new school year right by paying proper attention to desirable morning routine, periodic health and dental examinations, safety precautions en route to school; and stress on personal development problems related to getting along with others)

A Hobby for Susan (pages 78-81)

PERSONAL DEVELOPMENT: Reinforcement of the concept that hobbies are a valuable means of using leisure time. Leads for further exploring the interests of the children in the classroom.

It's fine to plan for others—but it's finer still to be able to abandon those plans graciously when it turns out that they are not needed!

What Happened to Nancy? (pages 82-85), Dog Bites (work pages 86-87), and Going to See the Doctor (work pages 88-89)

HEALTH: Importance of securing prompt attention from a doctor in the event of a dog bite, or in the event of a bad cut or wound.

Leads for discussing the need for regular health examinations and for "checking up" to see how many of the children have had such examinations recently.

SAFETY: Often dog bites can be avoided by observing simple safety precautions, such as staying away from strange dogs, refraining from teasing a dog, etc.

A Surprise for Bill (pages 90-93) and Good Health Habits (work pages 94-95)

HEALTH: Review of desirable morning routine; i.e., going to the toilet, washing, brushing teeth, combing or brushing hair, cleaning fingernails, etc.

PERSONAL DEVELOPMENT: Individuals vary considerably in the time they require for dressing, bathing, etc. Such individual differences should be accepted naturally. However, an attempt should be made to avoid unnecessary dawdling that inconveniences the home or school.

Saturday at the Fosters' (pages 96-99) and Clean Homes (work pages 100-101)

HEALTH: Frequent cleaning of our homes is essential to healthful living. It is especially important that places where food is stored be kept scrupulously clean.

PERSONAL DEVELOPMENT: Helpfulness is a highly desirable trait—but it might well be practiced at home, too.

Clean, neat houses have a relaxing effect on us. Children should, within reason, share in the work of keeping their homes clean and tidy.

Off to School (pages 102-104) and Safety Rules (work pages 105-106)

SAFETY: Review of safety precautions to observe at street crossings (a) when there is a policeman or patrol boy on duty, (b) when there is a traffic light, and (c) when there is not a policeman or a traffic light. Consideration of common causes of accidents; e.g., darting out between parked cars, disregarding warnings at railroad crossings, walking at the right of roads instead of at the left, riding on bicycles two or three abreast instead of single file.

Fun for Everyone (pages 107-109) and Which Should You Say? (work pages 110-111)

HEALTH: Reinforcement of the idea that outdoor play is essential and should be chosen rather than indoor play when weather permits.

PERSONAL DEVELOPMENT: Strangers in a group always feel more comfortable when they are introduced to others. Sick or handicapped persons do not want to have undue attention or pity centered on them. By treating them in normal, friendly fashion we can put them at ease. Conversely, by tactless remarks we can hurt their feelings or depress them. Friendly words, even though frankly expressed, can be very comforting. But remarks showing hostility or unkindness should be avoided.

Ellen Finds Out (pages 112-117)

PERSONAL DEVELOPMENT: If we can learn to put ourselves "in the other fellow's shoes"—to become sensitive to other people's feelings—we won't be so likely to say or do unkind things. Incidentally, when we develop such sensitivity, the world will be a better and happier place to live in—and we ourselves will be better people. Leads for further discussion of the unfairness of making snap judgments about others—of prejudging them on the basis of religion, color, clothes, or the like without ever trying to know them as individuals.

The Mystery Club (pages 118-121), Taking Care of Your Teeth (work pages 122-125), and More about Your Teeth (work pages 126-128)

HEALTH: Care of the teeth: desirability of making frequent visits to the dentist, understanding of how to brush teeth correctly and of how often to brush them, understanding of the make-up of the teeth and the importance of preserving the enamel.

Additional information about the teeth: understanding of some of the reasons why teeth come in crooked, importance of taking care of both the baby teeth and the second teeth, function of the different kinds of teeth, hazards of biting nuts, string, etc.

PERSONAL DEVELOPMENT: We are all much happier when we learn to accept our difficulties and "take them in stride." Our burdens often become more bearable when we stop to realize that countless others have the very same difficulties to face.

It's better to take some preventive measures early than to suffer serious consequences later!

The Mothers Go to School (pages 129-131) and Food for the Teeth (work pages 132-134)

HEALTH: There are lots of things to be learned about the kinds of food that should be included in our daily diet—things that mothers need to know, too!

Development of the idea that different foods do different things for us; e.g., foods rich in calcium and phosphorus help build and maintain strong bones and healthy teeth. Leads for a consideration of the function of Vitamin D in helping the body mix the calcium and phosphorus for building bones and teeth.

PERSONAL DEVELOPMENT: Schools are not just for children! More and more parents are being welcomed there and are finding in the school a source of stimulation and help. Children should realize this and aid by encouraging their parents to come to parent study groups, etc.

A Big Day for Susan (pages 135-138)

HEALTH: Leads for discussing and expanding ideas previously developed about the ways in which germs may be spread; e.g., by flies, by restaurant-workers who are not clean, by careless people who cough or sneeze without covering their mouths.

PERSONAL DEVELOPMENT: Those who have the best time in life are the ones who find satisfaction in other people's pleasures as well as in their own!

THE DOCTOR'S FAMILY

UNIT FOUR (Emphasis on the body machine—its structure, its workings, and its "wisdom")

Jack and His Experiment (pages 140-143) and Your Height and Weight (work pages 144-145)

HEALTH: It's a good plan to keep a personal height and weight record, but such a record should extend over a long period of time, since weight gains do not always occur regularly. Often children are on plateaus for a while, during which time they do not show any gain or only a slight gain in weight. However, medical advice should be sought in cases of extreme overweight or underweight.

PERSONAL DEVELOPMENT: There is no *one exact weight* that is normal for every child of a given height and age. Children of the same age and height frequently differ in their weights. Full understanding of this fact often relieves children's tensions. Emphasis in the home and school should be upon healthful living rather than upon comparing weights, worrying about weight gains, etc.

"Doctor Jack" (pages 146-149), Your Eyes (work pages 150-151), and Taking Care of Your Eyes (work pages 152-154)

HEALTH: Development of an understanding of the different parts of the eye and of how these parts function to protect the eye. Reemphasis on proper care of the eyes; e.g., the need for adequate light for reading and for keeping the book about 14-16 inches from the eyes when reading, the desirability of avoiding rubbing the eye when something is in it, the importance of seeing a doctor if a particle remains in the eye, the need for using one's own towel to avoid infection, etc.

SAFETY: Many eye injuries result from careless play. Leads for discussing safety precautions to be observed if accidents to the eyes are to be avoided.

How Your Body Helps Itself (pages 155-157)

HEALTH: The human body is an interesting and often amazing organism! Leads for developing a wholesome appreciation of the body and for ascertaining through discussion how much knowledge the children have of the body and its various protective functions.

What Nancy Learned (pages 158-161) and How You Look Inside (work pages 162-165)

HEALTH: "What is inside me?" is a question children often ask. Here are two simple lessons in physiology that will answer that question suitably for children in the third or fourth grades. Information presented in these lessons includes the various functions of the skeleton; e.g., to support the body, to protect various organs, and to serve as points of attachment for the muscles which help the body to move. Brief information about the basic functions of the heart, lungs, stomach, liver, intestines, and bladder is also given.

Strong, Straight Bodies (pages 166-167)

HEALTH: Good posture is important because it adds to the general appearance and because it indicates the all-round health of the individual. Achieving good posture depends not upon "remembering to stand straight" but upon the more basic factors of an adequate daily diet, plenty of sleep, and an abundance of exercise in the fresh air and sunshine. Emphasis on these factors rather than on good posture in and of itself provides the more helpful approach.

PERSONAL DEVELOPMENT: By helping make children feel emotionally comfortable and happy, teachers and parents can contribute much to the development of good posture. Conversely, admonishing a shy, uncertain, or unhappy child to sit or stand up straight will accomplish little. The better plan is to try to get at the heart of the child's personal problems and attempt to alleviate them.

"Muscles and Ice Cream" (pages 168-171) and Building Strong Muscles (work page 172)

HEALTH: Plenty of exercise helps build strong muscles—so does eating plenty of such muscle-building foods as meat, fish, cheese, eggs, beans, fowl, milk, and nuts.

PERSONAL DEVELOPMENT: Leads for developing wholesome attitudes toward doctors, nurses, and hospitals—and for helping children realize that "hospitals can often help people get better faster."

"Hide the Bean" (pages 173-175), Your Ears (work pages 176-177), and Taking Care of Your Ears (work pages 178-179)

HEALTH: Development of a simple understanding of the different parts of the ear and how they function. Leads for discussing how the ear protects itself and for considering our own part in giving proper care to our ears.

SAFETY: Many ear injuries can be avoided by following a few simple precautions in cleaning the ears. Other injuries can be prevented by avoiding such careless play as slapping the ears, shouting into them, throwing dirt or sand that might get into the ears, etc.

Another Experiment (pages 180-182) and Getting Enough Sleep (work pages 183-184)

HEALTH: Development of the following information about sleep: children between the ages of 9-11 need at least eleven hours of sleep each night; adequate sleep gives energy for the next day's work and play, and it gives bones and muscles their best chance for growth; one of the effects of too little sleep is irritability.

(Note—To answer the questions on page 184, children should be guided in counting the hours on a clock or watch.)

Leads for discussing factors that often interfere with getting sufficient sleep: going to the movies on school nights, listening to the radio until too late an hour, reading in bed beyond bedtime, etc.

One More Experiment (pages 185-187), **Buying Your Clothes** (work pages 188-190), and **Clothes That Fit the Weather** (work pages 191-193)

HEALTH: Importance of selecting clothes appropriate to the weather; review of some of the means we have for determining what the weather each day will be; understanding of why woolen clothing keeps us warm, of why cotton clothing keeps us cool, and of why it is not wise to sit around in damp clothes.

PERSONAL DEVELOPMENT: It's natural and desirable that boys and girls should seek increasing independence in selecting their own clothes—but with this independence must come a growing awareness of the need for buying wisely. Some good criteria for buying clothes are: Do the clothes fit well and look well on me? Will they wash or clean well? Are they the kind of clothes I really need?

A Surprise for Jack (pages 194-198)

HEALTH: A cold is a germ disease, and we get the germs from others who have colds and spread the germs through coughing, sneezing, etc. Fatigue, chilling, and poor nutrition may weaken the body's resistance and make it more susceptible to cold germs. The best care we know for a cold includes plenty of sleep and rest in bed; lots of fruit drinks; and isolation, insofar as possible, from others who might catch the cold. Another precaution to observe when suffering from a cold is to blow the nose gently and to blow both sides at once. Otherwise the discharge from the nose may be sent up the Eustachian tube from the back of the throat into the ear, and this can cause infection of the ear. (See the diagram on page 176 which shows tube leading from the throat to the ear.)

Alcoholic drinks are to be avoided whether taken for cold cures or for any other reason. Such drinks do nothing to help the body grow or keep healthy. On the other hand, they may cause injury to the body and they make a person "look and feel silly."

THE HUNT FAMILY

UNIT FIVE (Emphasis on safety precautions in the home, in the work-shop, on buses or other vehicles, in swimming pools, etc.)

Mr. Hunt Thinks of Something (pages 200-202) and **Safe Places to Swim** (work page 203)

HEALTH: Swimming is a fine sport and provides good exercise, but care must be taken to see that the water in lakes, pools, rivers, etc., is pure enough to be safe for swimming.

SAFETY: Consideration of safe versus unsafe places to swim; leads for discussing the help given by health officials in telling us which places are safe for swimming and for enumerating other necessary safety factors, such as the presence of lifeguards, warning signs, barriers to deep water, etc.

Everyone Is Busy (pages 204-206)

HEALTH: Review of the concept that fresh air and sunshine help to make our bodies strong.

Reinforcement of the idea that exercise is necessary for healthy growth, and that exercise increases the appetite. Leads for discussing how sore muscles or "Charley horses" come when we begin to use groups of muscles we have not been using much, and for stressing that such soreness is not serious. Further exercise helps the soreness disappear!

Development of the idea that getting dirty is to be expected in the process of an activity, but that clothes should be worn that can be laundered easily. Leads for discussing the desirability of a daily bath.

PERSONAL DEVELOPMENT: The giving of self helps the giver; it makes people happy to do things for others.

Why Don't the Children Play? (pages 207-209) and Time to Rest (work pages 210-211)

HEALTH: It is advisable to intersperse vigorous activity with quiet play. Also it is desirable to "take it easy" for a while after eating so that the stomach may proceed more easily with the work of digesting our food.

Working Safely (pages 212-213)

SAFETY: Considerable care is needed in handling tools, such as hammers, saws, and hatchets. Leads for discussing common accidents caused by carelessness in the use of tools or in the use of chairs instead of ladders.

Two Surprises (pages 214-216)

HEALTH: Exercising muscles bit by bit helps them to become more efficient in doing what we want them to do. Exercise builds coordination and more efficient motion.

PERSONAL DEVELOPMENT: Sometimes trying to do something we want to do very much brings fine results even though we have not dreamed we could succeed! When a person feels uncertain about his ability to do something, friendly encouragement can often help him.

The Girls Go Shopping (pages 217-219) and Keeping Safe (work page 220)

SAFETY: Emphasis on safety precautions in streetcars, buses, trains, or autos; e.g., keeping head and arms inside the windows, waiting until the conveyance stops before getting on or off, waiting on the curb or safety island until the bus or streetcar comes to a stop, avoiding standing up or playing in a vehicle while it is in motion.

PERSONAL DEVELOPMENT: Leads for discussing the idea that some colors are more becoming for us to wear than others are and for trying such experiments as that of holding up large samples of colored cloth or colored paper to a child's face and noting which colors are most becoming.

The Schick Test (pages 221-223) and Safe from Disease (work page 224)
HEALTH: Consideration of some of the ways in which doctors can help keep us safe from various diseases; e.g., through vaccination, through tests to see if we are immune from certain diseases, through inoculations to help build immunity to certain diseases. Review of the need for obeying the warning on quarantine signs and for respecting quarantine regulations if your own house is quarantined.

New Workmen Come (pages 225-228)

COMMUNITY HEALTH: Consideration of the ways by which water in swimming pools or bathing beaches is kept as pure as possible; e.g., through use of filters, chlorination, etc., and also through such precautions as having bathers take showers before entering the water.
SAFETY: Leads for discussing the care that is necessary to avoid sunburn; e.g., the desirability of gradual exposure to the sun's rays.

Waiting for Saturday (pages 229-234)

SAFETY: Some good safety precautions for swimming are: wait for an hour or so after eating before going into the water, come out of the water at the first sign of becoming cold, don't go in swimming unless there is a lifeguard or some other adult around to watch you.
PERSONAL DEVELOPMENT: During times of suspense and waiting, finding something to keep you busy helps pass the time more quickly!

SOMETHING REALLY HAPPENS

UNIT SIX (An epilogue in which the best of all possible surprises takes place—Susan walks again!)

The Best Surprise (pages 236-241)

HEALTH AND PERSONAL DEVELOPMENT: With good medical care and the strong desire to get well, much can be accomplished. Much can be accomplished when people work together and help each other. A book you might read aloud to pupils which effectively develops this concept is *All Alone* by Claire Bishop (Viking).

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